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ABSTRACT

Taken from a computer search of the ERIC system, 1975 through August 1983, this selected, annotated bibliography contains several hundred citations related to conflict. The entries are arranged according to the following sections: communication (thought transfer), decision making, human relations, interpersonal relationships, organizational climate, problem solving, and social problems. (HOD)

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A Selected, Annotated, Bibliography on Conflict, From ERIC, 1975-August 1983

Compiled

by

James W. Weatherup

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CS 504 545

Section One

Communication

(Thought Transfer)

ED169569 CS502283
The Role of Rhetoric in the Judicial Opinion: The Rhetoric of Boaventura De Sousa Santos.
Anapol, Malthon M.
Nov 1978 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 1-4, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIESEP79
Boaventura De Sousa Santos, a Brazilian law professor, appears to be the first legal scholar and theorist who works with rhetorical theories and who is accepted by the legal profession. Santos's major works have centered on the legal system of Pasargada, a Brazilian favela (squatter village) whose residents try to settle disputes outside the regular courts. In his writings (excerpts from which are included), Santos stresses the rhetorical aspects of law and the legal aspects of rhetoric, suggests three dimensions for the analysis of a dispute (direction, interpretation, and presentation), and discusses the areas of implicit and explicit discourse. He closely follows a classical model, the concept of topoi--dialectical and rhetorical proofs that reason from generally accepted opinions and arguments--is central to his rhetorical system. He also considers nonverbal communication. With respect to Pasargada law, Santos develops topoi of ratification, repetition, retribution and restitution, moral justification, fairness, reasonableness, and cooperation. Santos's examination of the legal system in Pasargada has resulted in a important study in the application of rhetorical theory to real problems. As a classical rhetorician with a solid understanding of the problems of intercultural communication, Santos merits serious attention. (GT)

ED193739 CS503113
Dialogical Foundations of Conflict Resolution.
Arnett, Ronald C.
Nov 1980 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEMAR81
The purposes of this paper are to explore the relationship between dialogic communication and conflict analysis and to examine current assumptions about conflict and communication as described in the speech communication literature. The first part of the paper discusses dialogue, in particular that of Martin Buber, as a conflict method. Specifically, it describes three major components of Buber's dialogue: (1) "the between" as an alternative to the notion of meaning emerging from inside the person, (2) the primacy of situational demand as opposed to emphasis on the "real self," and (3) commitment in openness as a rejection of positions of absolute certainty and relativistic postures of nonevaluation. The second part of the paper offers an analysis of how a dialogical approach to conflict resolution is in stark contrast to Christopher Lasch's "culture of narcissism," and Tom Wolfe's "Me decade." The conclusion of the paper describes the implications of communication and conflict theory as a challenge to the narcissism of current times. (FL)

EJ272382 CS706081
Situations That Lead to Disqualification.
Bavelas, Janet Beavin
Human Communication Research, v8 n2 p130-45 Win 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Tested, in five hypothetical paper-and-pencil experiments, subjects' use of disqualification (ambiguous, indirect, or evasive messages). Concluded that a disqualification is not a failed communication, but rather a reasonable response to an impossible situation, one that permits the communicator to leave the field gracefully. (PD)

EJ243684 CS705589
Ineffability, Creativity, and Communication Competence.
Brannan, Robert James
Communication Quarterly, v28 n3 p11-21 Sum 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Identifies four strategies used to communicate experiences that are beyond expression: silence, qualified expression, poetic expression, and antiexpression. Maintains that, although these strategies violate normal expectations of efficient message transactions, they occasionally succeed remarkably in communicating understanding and thus present a paradox for conventional standards of communication competence. (PD)

ED169421 CG013351
Leadership Style and Communication Process: An Experiment Using the Psychological Isotope Technique.
Chemers, Martin M.; And Others
1978 22p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.
Journal Announcement: RIESEP79
The "psychological isotope" technique was used to study the effect of leadership style on group process and productivity, by planting identifiable units of information with specific group members. Data indicated that the movement of these traceable bits provides data on the flow of information in the group, the relative influence and impact of specific group members, and the sources of conflict. Strong and reliable results identified the effects of leadership style on group process and the positive and negative effects of interpersonal conflict. (Author)

EJ207603 AA530054
A Strategy for School Family Relationships.
Corrado, Richard
Momentum, v10 n1 p4-7 Feb 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
The key to successful family-school linkages is the RFV Quotient: risk, flak, and vulnerability. Educators need to be willing to open up communications and to deal with the conflicts that this will bring. (SJL)

EJ200990 CS704803
A Laboratory Investigation of Groupthink.
Courtright, John A.
Communication Monographs, v45 n3 p229-48 Aug 1978
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examines the groupthink phenomenon under controlled, laboratory conditions. Results indicate that the presence or absence of disagreement (conflict, hostility) among members may be the best discriminator between groupthink and nongroupthink groups. (JMF)

EJ193698 CG515457
Family Interaction and Communication Deviance in Disturbed and Normal Families: A Review of Research.
Doane, Jeri A.; And Others
Family Process, v17 n3 p357-94 Sep 1978
Language: ENGLISH
Doane concluded that several measures reliably discriminate disturbed from normal families, and that one measure in particular is a reliable predictor of thought disorder in offspring. Jacob and Grounds raise serious questions regarding her evalution of family interaction literature. Doane responds to their critique and clarifies the issues. (Author/LPG)

ED168003 CS204644
A Skills Approach to Negotiating Conflict in Relationships.
Evans, Ann Marie
Nov 1978 19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; Kansas
Journal Announcement: RIEAUG79
Conflict almost necessarily results from change on the part of one or both participants in a relationship. Four levels at which interaction may lead to conflict are disagreement, misunderstanding, feeling misunderstood, and failure of realization of understanding. Conflict may take place when the issue is directly salient to one partner but only indirectly salient to the other, when both parties are directly involved but the situation is external to the relationship, and when the relationship itself is at issue. Two modes of expression properly used can help conflict be negotiated: the expressor mode, expressing what one is feeling or thinking about an issue, and the empathic mode, allowing the other person to do the same. In the expressor mode, people should own their own perceptions, identify their feelings, state positive aspects of the situation, describe the situation in behavioral terms, and describe desired behavior. Skills needed in the empathic mode include not asking questions, not presenting a person's own perceptions, not interpreting, not making suggestions, and not making judgments. A person may be a facilitator by teaching the skills of the two modes to others after being trained. (TJ)

EJ240154 CS705518
The Effects of Self-Disclosing Communication and Attitude Similarity on the Reduction of Interpersonal Conflict.
Fahs, Michael L.
Western Journal of Speech Communication, v45 n1 p38-50 Win 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Investigates the effects of self-disclosure and attitude similarity on the reduction of interpersonal conflict between interactants involved in playing a creative alternative game. Results indicate that self-disclosure accounted for 54 percent of the variance of conflict-reducing behavior, while attitude similarity accounted for 7 percent. (JMF)

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ED130388 CS501537
The Effects of Self-Disclosing Communication and Attitude Similarity on the Reduction of Interpersonal Conflict.
Fahs, Michael Lee
1976 33p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, November 1976)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEMAR77
The effects of self-disclosure and attitude similarity on the reduction of interpersonal conflict in a modification of the Prisoner's Dilemma Game were investigated in an experimental study of the behavior of 60 undergraduate students. Results supported hypotheses that self-disclosure and attitude similarity would elicit more conflict-reducing behavior than would nondisclosure or attitude dissimilarity. The effects of self-disclosure were much greater than those of attitude similarity, however, and a predicted interaction between these two factors was not found. (AA)

EJ210626 CG516997
T-Group and Therapy Group Communication: An Interaction Analysis of the Group Process.
Fisher, B. Aubrey
Small Group Behavior, v10 n4 p475-500 Nov 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Provides an insight into the group process of therapy and compares and contrasts the T-group process with therapy group process. The here-and-now orientation was present in T-group and therapy-group interaction. Greater relational conflict was present in the T-group. Members of the therapy group were much more defensive than members of the T-group. (Author/BEF)

ED154284 CG012435
The Inventory of Pre-Marital Conflict: Clinical and Educational Applications.
Fournier, David G.; and Others
1977 33p.; Best Copy Available
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: TEST, QUESTIONNAIRE (160)
Journal Announcement: RIEOCT78
The Inventory of Pre-Marital Conflict (IPMC) is a systematic procedure for the diagnosis and assessment of pre-marital conflict and related issues. The self-report component of the IPMC involves a series of 18 hypothetical conflict situations. The individual responds to each of these by evaluating who is primarily responsible for the problem, and by choosing the most desirable solution. This instrument provides the degree of actual conflict, perceived conflict, empathy level, accuracy of predicting the partner's responses, and types of authority for both individuals and couples. In addition, group norms are provided for comparative purposes. Items found to be particularly relevant for the couple are selected for the tape recorded interaction task in which the couple re-evaluates each problem situation and decides upon a joint solution. From this task, indicators of communication styles, problem-solving, decision-making, and conflict resolution skills and win scores can be obtained. Information obtained from the IPMC can be used to focus couple discussion, to aid in the formulation of treatment objectives in pre-marital counseling, and to evaluate the effectiveness of the counseling or educational programs. (Author)

EJ200860 CG516186
Intimacy Is Sharing Hurt Feelings: A Comparison of Three Conflict Resolution Models.
Frey, Joseph; And Others
Journal of Marital and Family Therapy, v5 n2 p35-41 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
To investigate the validity of three methods of dealing with anger--calm, rational discussion, "fair fighting," and sharing of hurt and of fear of hurt--two studies were performed. Results suggest that intimacy may be found in sharing of hurt feelings. (Author)

ED186957 CS502917
Communicating in Conferences: Parent-Teacher-Student Interaction.
Friedman, Paul G.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
1980 71p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-78-0026
Available from: Speech Communication Association, 5105 Backlick Rd., Annadale, VA 22003 ($3.00)
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); BOOK (010); ERIC PRODUCT (071)
Geographic Source: U.S.
Journal Announcement: RIEOCT80
The communication processes involved in parent/teacher or parent/teacher/student conferences are addressed in this booklet. Noting that teachers handle most conferences without difficulty, the booklet concentrates on "problem situations," such as when parents and teachers disagree, when misunderstandings occur, or when a student is not performing well. The six sections of the booklet discuss the theory of the various elements that make for effective conferences. Each section contains suggestions for pertinent activities to help teachers translate theory into practice. The sections follow roughly a chronological order, beginning with an outline of the preconference preparatory phase, proceeding to analyses of the initial interaction and the problem-solving process, continuing with a discussion of possible conflicts during conferences, and concluding with suggestions for alternative formats and postconference follow-up. (FL)

EJ267887 CE512398
Managing People Conflicts.
Gamon, Julia
Journal of Extension, v20 p27-31 Sep-Oct 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Outlines an eight-step confrontation technique designed to aid the resolution of conflict. (SK)

EJ212632 HE511922
Gaming, Education and Change.
Gutenschwager, Gerald
Journal of Architectural Education, v33 n1 p30-32 Sep 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Discusses the problem of establishing gaming as a legitimate educational form by locating it within a larger theoretical scheme pertaining to what might be called the sociology of knowledge and by postulating how it ought to affect players as a learning experience. (MLW)

EJ232179 EA513498
The View from the Top: What's Beleaguering Superintendents These Days?
Hughes, Larry W.; Gordon, William M.
Catalyst for Change, v10 n1 p22-27 Fall 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Describes a survey of superintendents from 115 districts that asked them about important concerns and current and future major problems. Concerns included communications and public relations; and problems included staff conflicts and finance difficulties. (JM)

ED180014 CS502722
Gay Liberation as Ideological Conflict.
Jandt, Fred E.
1978 23p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; New York
Journal Announcement: RIEMAY80
A study was conducted using R. W. Mack and R. C. Snyder's properties of conflict systems as the basis for an analysis of the gay civil rights movement and comparing that movement to the movement for black civil rights. The analysis revealed that both movements served to facilitate personal identity through group solidarity; however, the gay rights movement was clearly distinct in that it represented a conflict that was predominately a value or ideological conflict. Violence as a mode of conflict resolution was projected as one of the possible outcomes of the gay rights movement. (Author/FL)

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ED212026 CS503748
The Polish Labor Crisis: The Communicative Dimensions of a System's Decline.
Jones, Tricia S.
5 Jan 1982 24p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); POSITION PAPER (120)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEJUN82
The communicative dimensions of the labor crisis in Poland are examined in this paper in terms of Jurgen Habermas's theory of legitimation crisis and Niklas Luhmann's theory of power as a communication medium. Specifically, the paper analyzes three communication strategies that have marked the development and decline of the Soviet Union's control in Poland: (1) the Soviet Union's use of instrumental political symbolism to obtain the loyalty of the Polish public in order to maintain control; (2) the creation of a countervailing power force--the union Solidarity--through the control of system alternatives in order to shift public loyalty from the government to the worker's organization; and (3) the Soviet Union's responses to this movement, which involved scapegoating tactics, continuing political symbolism, and monitoring political communication. (FL)

ED168081 CS503435
Tolerance for Disagreement: Interpersonal Conflict Reconceptualized.
Knutson, Patricia Kearney; And Others
Feb 1979 32p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, California, February 16-21, 1979)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.
Journal Announcement: RIEAUG79
Based on the idea that tolerance for disagreement is not other-directed but rather reflects a personality trait maintained by individuals across time and situation, a study was undertaken to develop a measure of tolerance for disagreement that would help further the conflict conceptualization by being able to predict negative affective interactions with procedural or substantive disagreement. To assess individual tolerance levels for disagreement, a Likert-type scale was developed and administered to 384 educators. Initially, 35 statements were used, representing both approach and avoidance of argumentative situations specific to interpersonal and group discussion contexts. Items were worded both positively and negatively. The subjects were asked to indicate the extent of their agreement with each item as it applied to them in their own communication contexts. Analysis of the data resulted in a 20-item scale that reflected face validity as well as sufficiently high reliability consistent with the conceptualization of the unidimensional nature of the tolerance for disagreement construct. The findings suggest that, while individual tolerance levels of disagreement varied, the impact of such levels on conflict situations requires empirical investigation. (FL)

EJ278026 EA515257
Can Conflict Resolution Be Win-Win?
Lippitt, Gordon L.
School Administrator, v40 n3 p20-22 Mar 1983
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); NON-CLASSROOM MATERIAL (055)
Conflict, a common managerial problem, offers opportunities for creative and positive actions. "Win-win" conflict resolution, which occurs chiefly through compromise, contribution, and synthesis tactics, requires trust, commitment, communication, and dialog. It can be encouraged by generating positive feelings, redirecting negative feelings, legitimizing needs, and reducing the leadership role. (MW)

EJ248223 CG520891
Nonverbal Communication of Couples in Conflict.
Lochman, John E.; Allen, George
Journal of Research in Personality, v15 n2 p253-69 Jun 1981
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examined the rates, contextual meanings, and attributional meanings of nonverbal behavior occurring during role-played conflict between dating couples. Eighty couples reported perceptions of their own behaviors and their partners' behaviors and were observed by trained raters. The nonverbal channel was used significantly more by females than by males. (Author)

EJ242098 CS705548
Transcending Coercion: The Communicative Strategies of Black Slaves on Antebellum Plantations.
Logue, Cal M.
Quarterly Journal of Speech, v67 n1 p31-46 Feb 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); PROJECT DESCRIPTION (141)
Discusses the coercive controls imposed upon Blacks during slavery, including regimenting their lives, restricting their learning experiences, limiting their opportunities to communicate, and prescribing demeaning role behavior. Rhetorical strategies employed by Blacks included a defensive posture of accommodation and a more aggressive behavior of exploitation. (JMF)

EJ133252 SE515608
Resolving Environmental Conflicts
McCarthy, Jane E.
Environmental Science and Technology, 10, 1, 40-43 Jan 1976
Language: ENGLISH
An experimental approach now being tried to resolve environmental conflicts is the use of the negotiation-mediation process. The role of the mediator and the nature of the mediation process as applied to environmental disputes are outlined. (BT)

EJ210873 CS715375
A Semiology of Middle Class Harassment.
McDonald, Bruce
ETC: A Review of General Semantics, v36 n3 p223-29 Fall 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Describes instances of harassment, including harassment of teachers by students, and discusses harassment as a sign system that has structure, folkloric elements, a wide paradigmatic range, behavioral effects on the receiver, and meaning beyond the nonsal significance of the sign. (GT)

ED169593 CS502486
Collective Bargaining: An Administrative Perspective.
Merriam, Mary-Linda
Nov 1978 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIESEP79
Because the existing provisions for communication between the administration and faculty of Emerson College had been ineffective, in 1978 the responsibility for contract negotiations was delegated to faculty and administrative teams. The key contract issues identified by the administrative team consisted of revising a clause pertaining to faculty salaries, adding a management rights clause, developing the section on faculty status (appointment, reappointment, promotion, and tenure), defining the role of the department and division chairpersons, setting procedures for yearly faculty evaluations, and rewriting the policy statements that applied to Emerson. To establish team discipline, issues were researched and debated within the teams for three months prior to the negotiations. Guidelines finally adopted by both sides included submitting proposals and counter-proposals in writing, bringing in resource persons with the approval of all members of both teams, initialing articles that were tentatively agreed upon, setting an agenda and meeting time, keeping separate sets of notes, and keeping all agreements tentative pending completion of the final package. Through this communication process, the contract was ratified unanimously by the administration and with only three negative faculty votes. (MAI)

ED154457 CS502108
Attraction and Communicator Style: Perceptual Differences between Friends and Enemies as a Function of Sex and Race.
Miller, Larry D.
Apr 1978 17p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEOCT78
Research on attraction in an interpersonal context has strongly suggested that the more attracted two people are to one another, the more they tend to communicate. This study explored attraction and social interaction patterns at the perceptual level. Eighty male and female graduate students, 40 black and 40 white, completed a two part measure of attraction (physical and task) and a three part measure of dominance, argumentativeness, and dramatic components involved in communicative style. After completing the items dealing with self, each participant rated his or her best male friend, best female friend, worst female friend, worst male acquaintance, and worst female acquaintance. The data revealed no major sex-related differences, except that males and females are more attracted to opposite sex friends than to same sex friends. Across both data sets a race effect was detected: for best friends, whites emphasize communicative dominance and task attraction, while blacks emphasize dramatic qualities, physical attraction, and argumentativeness. For worst acquaintances, blacks tend to stress dramatic qualities and physical attraction, while whites emphasize more task attractiveness, dominance, and argumentativeness. (MAI)

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ED184238 EA012556
Administrative Strategies Used and Their Effectiveness in Tension Situations.
Nelson, Norbert J.
17 Feb 1980 9p.; Paper presented at the Annual Meeting of the American Association of School Administrators (112th, Anaheim, CA, February 15-18, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; Indiana
Journal Announcement: RIEAUG80
Superintendents who come into conflict with their boards of education utilize a number of strategies with varying degrees of success. In this study, 77 Indiana school superintendents provided data on the strategies they use to resolve conflicts on their effectiveness. Superintendents indicated that "changing behavior" (communicating convincing evidence) was the most often used activity and proved highly effective. Used equally often and of equal effectiveness was "timing the approach," or delaying action until success seems more probable. Direct confrontation was the third most used strategy and was perceived to be moderately effective. Also moderately effective and fourth most often used was acquiescence. Fifth most used but rather ineffective was a bluffing display of high confidence. The sixth strategy in level of use and fifth in extent of effectiveness was soliciting support from others; although rarely used, this technique was found to be effective by those who used it. Finally, the least used and least effective strategy was to resign one's position. (Author/JM)

ED169604 CS502506
An Annotated Bibliography of Gay and Lesbian Communication Studies.
Park, Jan Carl
Alternative Communications, v1 n2 Entire Issue May 1979
May 1979 9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131); REVIEW LITERATURE (070)
Geographic Source: U.S.; Indiana
Journal Announcement: RIESEP79
The 22 entries in this annotated bibliography represent articles that have lesbian women or gay men as subjects and that deal with a specific verbal or nonverbal communication factor. Topics covered in the entries include patterns of self-disclosure in homosexual and heterosexual college students, interpersonal conflict in homosexual relations, communication behavior of male homosexuals, homosexual labeling and the male role, code switching and sexual orientation, heterosexual bias in psychological research on lesbianism and male homosexuality, male homophobia, and homosexual language. (FL)

EJ261243 CS705864
The Role of Communication in Bargaining.
Putnam, Linda L.; Jones, Tricia S.
Human Communication Research, v8 n3 p262-80 Spr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Classifies, reviews, and critiques current literature on the role of communication in the bargaining process. Provides a review of findings within four areas: communication opportunity, information exchange, message strategies, and categories of interaction. Concludes that communication is an essential variable in bargaining research. (PD)

ED153337 EA010523
Group Dynamics for Student Activities.
Robinson, Russell D.
National Association of Secondary School Principals, Reston, Va.
1977 47p.; Pages 34-35 of original document have gray backgrounds and may not reproduce clearly.
Available from: Office of Student Activities, National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($3.00, quantity discounts)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIESEP78
Four dimensions that must be present for a group to function effectively are elaborated in this guide: (1) commitment of members to a common purpose; (2) leadership that facilitates organization and structuring to accomplish these purposes; (3) open communication among members; and (4) a climate of acceptance and trust. Defining a group as any number of people who are thought of together and who are jointly in pursuit of a common goal, the author's observations are applicable to any context, but are directed more specifically toward school and student groups. He outlines four stages of group development ("groping, griping, grasping, and grouping"), discusses different leadership styles and their impact on group development and behavior, describes group decision-making processes, deals briefly with handling group conflict, and discusses some of the ways in which groups meet members' needs. (Author/DS)

ED197391 CS503187
Ethics and Intercultural Communication.
Rohrlich, Beulah F.
Nov 1980 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070)
Geographic Source: U.S.; New York
Journal Announcement: RIEJUN81
A study of the use of "proteksia," a system of securing personal influence in Israel, is discussed in this article and is related to concepts of intercultural ethics. The information on the study is taken from an article "On Proteksia," by B. Danet and H. Hartman, focusing on "proteksia" as it relates to bureaucratic norms and nonbureaucratic behavior. "Proteksia" is defined as the manipulation of role impingements to obtain benefits or services that might otherwise not be forthcoming. A survey of persons in Israel is cited that found that in spite of a negative attitude toward "proteksia," a majority of people felt the need for it, and a high percentage of them reported using "proteksia" during the prior year. Similar uses of both the word and the practice of "proteksia" are noted as existing in Poland, Yugoslavia, and Russia, and similar meanings and practices are noted as they occur in Bulgaria, Iran, Arab countries, Turkey and North America. Descriptive studies such as the one cited are advocated as necessary precursors to prescriptive ethics in the study of communication ethics. (HKM)

ED123665 CS501369
Communication, Systems, and Conflict.
Ruben, Brent D.
1976 31p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, March 1976)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEDEC76
Both popular and academic perceptions of conflict have been historically negative. Conflict, however, or the discrepancy between the demands of the environment and the demands of a living system, is common to individuals, groups, organizations and societies, and is part of the communication process by which living things interact with their environment. Assessments of the nature of conflict are subject to the variation in evaluative criteria selected and the time frame considered. By definition, however, conflict is functional and necessary to the adaptation of life. The communications system perspective can provide an alternative unit of analysis, "system+ environment," which attempts to synthesize a cross-contextual, cross-level, communication-conflict paradigm and has implications for interactions from the international to the personal level. (KS)

ED136446 EA009392
Conflict Management and the Elementary Principal: A Critique of Research and Literature.
Schofield, Dee
20 Apr 1977 25p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Las Vegas, Nevada, April 18-22, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEAUG77
This paper offers a sample of the materials available on conflict from four different academic disciplines (psychology, social psychology, sociology, and communications). The author describes sample research dealing with intrapersonal and interpersonal conflict, as well as intragroup conflict and intergroup conflict. She emphasizes that conflict is a broad, all-encompassing term that has a multitude of applications in the schools. She maintains that conflict is not only a necessary prerequisite for constructive change in education, but that it is also the raw material of school administration. (DS)

EJ229917 CS705349
Attributions and Communication in Roommate Conflicts.
Sillars, Alan L.
Communication Monographs, v47 n3 p180-200 Aug 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examines a sample of roommate conflicts in terms of a theoretical approach to communication in interpersonal conflict, which emphasizes the role of attributional processes. Associations between the conflict strategies reported, their attributions for conflicts, and conflict outcomes were in the expected direction. (JMF)

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ED162133 CE018556
Methods and Materials for Teaching Occupational Survival Skills. Introduction.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
1978 22p.; For related documents see CE 018 557-569
Sponsoring Agency: Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Available from: Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEAPR79
Twelve instructional modules, concerned with the human aspects of working in organizations, have been designed for utilization at various educational levels ranging from high school to adult and continuing education and in both academic and vocational programs. The modular titles are the following: (1) working in organizations, (2) motivation for work, (3) understanding self, (4) interpersonal relations, (5) affective communications, (6) using creativity at work, (7) problem solving, (8) authority and responsibility, (9) leadership, (10) coping with conflict, (11) coping with change, and (12) adopting and planning for the future. Each module is organized into five or more sessions and each session is arranged according to the following components: topic; objective; skills emphasized; importance of session topic; materials and equipment needed (copies of student worksheets and handouts and transparency masters are included); activity description; and follow-up. Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude each module. A sixteen-item multiple choice test was designed for each module (available in document CE 018 569). In developing the modules research was conducted on competencies that workers need in order to maintain an occupation, and the modules were field tested in several settings. (The modules are CE 018 557-568.) (JH)

ED215387 CS503812
Functional Communication Patterns and Relational Concern in Interpersonal Conflict.
Spear, Stephen J.; Miller, Larry D.
Apr 1982 50p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Wisconsin
Journal Announcement: RIESEP82
A study explored the relationship between the functional communication patterns occurring in conflict and post conflict impressions of relational concern. The first part of the study involved the development and testing of an instrument to measure perceived relational concern, while the second part investigated whether varying styles of functional communication behaviors affected postinteraction impressions of relational concern in interpersonal conflict. Subjects were 36 college students, each of whom was assigned to one 15-minute interaction with another subject. Following the interaction, each subject completed the relational concern measure of his or her partner's concern. The interactions were videotaped and the behaviors of the participants coded by trained observers. The results supported the premise that communication functions are instrumental indicators of pragmatic relational information. Postinteraction impressions of relational concern were shown to be related to functional communication behaviors, suggesting that styles of presentation of communication functions affect pragmatic relational perceptions of interactants. It was also shown that social actors can discriminate between levels of relational concern in interpersonal conflict and that communicators in such situations use differing presentational styles of communication function. (Copies of materials used in the study are appended.) (FL)

ED196067 CS503183
Communication, Ethics, and Relativism: An Interpersonal Perspective.
Stewart, John
Nov 1980 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; Washington
Journal Announcement: RIEMAY81
This paper proposes that there is available in contemporary philosophy a foundation for an ethic of communication that avoids the naive belief in absolutes and yet provides a coherent, defensible, and practical set of standards to guide communication choices. The philosophers and philosophies identified are Hans-Georg Gadamer and his discussion of linguisticality and Martin Buber and his belief in philosophical anthropology. Discussion of these philosophies as they relate to communication is provided and it is noted that ethical communication can be defined as communication that promotes the realization of the potential of the person and that relativism can be considered part of communication and not a problem. (MKM)

ED225201 CS504074
Toward a Theory of Conflict and Culture.
Ting-Toomey, Stella
Nov 1982 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEJUN83
Viewing conflict as a communication process and culture as a system of symbols and meanings allows conflict to be seen as embedded in the normative system of culture. Conflict is functional when it maintains the fundamental norms and values of the culture, regulates an appropriate degree of stability in the system, and takes place in a normative heterogeneous culture where individual opinions and viewpoints are respected. Otherwise, it is dysfunctional. Low Context Cultures (LCC) value individual orientation and overt communication patterns and maintain a heterogeneous normative structure. High Context Cultures (HCC) value group orientation and covert communication patterns and maintain a homogeneous normative structure. Given this framework, several predictions about conflict are possible: (1) LCC individuals are more likely to perceive conflict as instrumental, marked by opposing practices or goals, whereas HCC individuals are more likely to perceive it as expressive, marked by hostile feelings; (2) conflicts are most likely to occur in LCC when individual normative expectations of behavior are violated, in HCC when collective expectations are violated; (3) individuals in LCC are more likely to possess a confrontational, direct attitude toward conflict, while individuals in HCC are more likely to possess a nonconfrontational, indirect attitude; and (4) individuals in LCC are more likely to use factual-inductive style or axiomatic-deductive style in conflict, while individuals in HCC are more likely to use affective-intuitive style. (JL)

EJ184167 TM507332
Effects of Controversy on Cognitive Perspective Taking
Tjosvold, Dean; Johnson, David W.
Journal of Educational Psychology, 69, 6, 679-85 Dec 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Thirty undergraduate students discussed a moral issue with a confederate who held either the same or the opposing opinion. Subjects in the controversy condition indicated more accurate understanding of the confederate's reasoning than their counterparts; however, noncontroversy subjects erroneously believed they understood the confederate's reasoning better than did those in the controversy condition. (Author/CP)

ED154452 CS502099
Not Whether You Win or Lose-It's How You Play the Game Theory.
Weinberg, Sanford B.
Apr 1978 15p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEOCT78
The development of game theory was a response to a need to understand human decision making processes in situations of incomplete or imperfect information. By reducing decision making situations to probability game systems, it is possible to analyze and test various competitive strategies that maximize wins and minimize losses. Although game theory assumes rational situations faced by rational individuals, it is possible to apply it to situations in which available strategies are not used through application of the Augustinian interpretation which states that nonrational lack of information of a team is simply an additional variable adding to the positive score of the opponent. It can also be applied to situations in which all available strategies are not known, through applying the subjective rationality concept which assumes behavior is rational given the perceptual and evaluational premises of the subject. Therefore, in spite of sharp criticism of its limitations, game theory remains a strong tool in field situations for the analysis, if not the prediction, of decision making processes. (MAI)

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ED225302 CS504075
Communication Patterns, Contradictions, and Family Functions.
Yerby, Janet; Buerkel-Rothfuss, Nancy L.
Nov 1982 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEJUN83

Families are rule-governed systems of interdependent individuals whose interaction follows an intricate pattern of behavior. Communication patterns in a family reflect and emerge from contradictions in rules. A function may be defined as something that a system does and must do if it is not to break down. For instance identity and stability involve the performance of a family function, since failure to achieve both usually leads to the disruption or termination of the relationship. But since these two goals are contradictory, families evolve strategies in an attempt to negotiate, through coordination, the identity-stability function in the relationship. The contradictions in logic that the family members bring to these situations are the manifestation of the difficulty they have in resolving the dilemmas inherent in the management of essential family functions. These observations suggest need for research to (1) identify how couples talk about their dilemmas and contradictions; (2) develop a taxonomy of family functions; (3) investigate the paradoxes in logic used in the process of coordination and rule development in the family; and (4) test effectiveness of strategies that stress the importance of communication skills but do not take into account the complexity of the family context. (JL)

ED191097 CS502989
Applied Communication, Argumentation, and Debate: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1980 (Vol. 40 Nos. 7 through 12)
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
1980 17p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131); SERIAL (022); RESEARCH REPORT (143)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJAN81

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including: (1) persuasive messages and the hearing impaired; (2) the judicial speeches of Cicero; (3) the rhetoric of employment interviews; (4) doctor/patient communication; (5) black businesswomen's perceptions of their communication with black men; (6) the effects of persuasive communication; (7) computer simulations in conflict resolution; (8) a communication environment for mental health care; (9) job satisfaction and the effects of communication strategies based on operant conditioning on job skills; (10) participative decision making; (11) communication in community planning, faculty development, and religious preaching; (12) international communication in Europe, Africa, and Mexico; (13) argumentativeness and the effects of argument concession; (14) teacher/administrator interaction and conflict resolution; (15) political information seeking; (16) images of postsecondary institutions; and (17) assertiveness of women managers. (AEA)

EJ178550 SO506254
Choosing a Site
Intercom, 88, 30-2 Mar 1978
Reprint Available (See p. vii). UMI
Language: ENGLISH

A lesson involving a housing project location game develops students' skills in analysis, decision making, and oral and written communication. (Author/AV)

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Section Two

Decision Making

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EJ258882 UD508947
Electoral Conflict: Its Effects on Voter Turnout and School Board Decision-Making Style.
Adkinson, Judith A.
Urban Education, v13 n4 p425-48 Jan 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
A case study of a school board election in a metropolitan school district is used to examine the effects of electoral competition and conflict on school board behavior. (Author/ME)

ED154280 CG012430
Perceived Marital Power, Influence Techniques and Marital Violence.
Adler, Emily Stier
Sep 1977 32p.; Paper presented at the Annual Meeting of the American Sociological Association (Chicago, Illinois, September 1977)
EDRS Price - MF01/PC02 Plus Postage
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC78
An alternative operationalization of perceived marital power is proposed. Four types of power structure are identified and described: equalitarian marriages, husband dominated marriages, wife dominated marriages and marriages with differently perceived power structures. Two other variables (spouses' influence techniques and the use of physical violence by spouses) are considered in terms of their relationship to perceived marital power. (Author)

EJ194558 IR506137
Second Annual Dean Lecture: The Art of Science: Professionalism in CBI (or Standing on Each Other's Feet).
Allen, Michael W.
Journal of Computer-Based Instruction, v4 n3 p59-63 Feb 1978
Reprint: UMI
Language: ENGLISH
Discusses challenges faced by practitioners working with CBI and suggests ways ADCIS could further its efforts in three areas: (1) defining significant educational and training problems, (2) finding creative and logically superior solutions to the selected problems, and (3) comparing the outcomes of alternative solutions in a valid and persuasive manner. (RAO)

EJ238271 CG519988
Participation Training, Agreement, and Teacher Participation in Decision Making.
Bartunek, Jean M.
Group and Organization Studies, v5 n4 p491-503 Dec 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Investigates effects of participation training and agreement or disagreement among teachers and principals on teachers' desires for participation in decision making, and their perceptions that participation would increase decision effectiveness. Teachers who received such training liked participating more when there was teacher-principal agreement than when there was disagreement. (Author)

EJ215131 SP509108
Developing Renewal Processes in Urban High Schools.
Bassin, Marc; And Others
Theory Into Practice, v18 n2 p73-81 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
A description is given of a model ten-year renewal program in an urban school district. (JD)

ED195582 TM810036
Evaluators and Policy Decisions: Applying Organizational Knowledge.
Beattie, Martha C.
Sep 1980 20p.; Paper presented at the Annual Conference of the Evaluation Network (8th, Memphis, TN, September 29-October 1, 1980).
EDRS Price - MF01/PC01 Plus Postage
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; Rhode Island
Journal Announcement: RIEAPR81
Some aspects of organizational theory often ignored by the evaluation literature are examined. The evaluator must utilize a knowledge of organizations to examine his/her position as an evaluator, and implement that role definition. There are dangers in defining the evaluator's role as that of technician; it is more beneficial for the evaluator to utilize critical intelligence and define his or her role as scholar-technician. Most important is the problem of the evaluator's effectiveness and value to the organization and its evaluation process. One way to increase effectiveness is to broaden the definition of the evaluator's role and to gain an enhanced understanding of the organization. (Author/GK)

EJ238984 HE513867
The Development of the Neutral Function in Labor Relations.
Begin, James P.
New Directions for Higher Education, No. 32 (Resolving Conflict in Higher Education) v8 n4 p81-89 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); HISTORICAL MATERIAL (060)
A review of the emergence of the neutral function in the context of collective bargaining to determine whether it might have application to higher education impasses of the 1980s is outlined. A history of mediation and arbitration in labor disputes in the United States is provided. (MLW)

EJ261133 CG522328
Marital Conflict Resolution: A Study of Strategies and Outcomes.
Bell, David C.; And Others
Journal of Family Issues, v3 n1 p111-32 Mar 1982
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Interviewed married couples (N=30) concerning strategies each spouse used to resolve conflicts. Findings show that husbands win most conflicts regardless of the strategies they or their wives employ. Suggests general background factors of the marriage shape outcomes but the process by which they are translated into outcomes is unclear. (Author)

ED158953 CG012545
Perceived Costs of Combining Career and Family Roles: The Influence of Early Family History on Adult Role Decisions.
Berson, Janet S.
14 Jul 1977 21p. Paper presented at the Meeting of the Welsh Branch of British Psychological Society (July 14, 1977, Cardiff, Wales); not available in hard copy due to marginal legibility
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC78
This study attempts to clarify part of the decision-making process centering around combining family and career. There are two aspects of the study. In the first, perceived costs of combining roles are assessed and evaluated in light of mother's employment history. The subjects in this part of the study were 141 single women and 43 married women. In the second part, differences in attitudes of husbands and wives are considered. Subjects were recruited from three undergraduate psychology classes at an eastern state university and a church-related discussion group in the same community. All subjects were given both a demographic questionnaire and the Subjective Expected Utility scale for pursuing a career while the mother of young children. For much of the statistical analyses, a factor analytic approach was used to help summarize and describe the scores. The perceived costs of combining a career and motherhood may play a vital role in the individual's decision about her educational and vocational goals. There are several factors that may influence how the individual sees the effects of such role combination. These factors include her own marital and parental status and her experience of having been a child of a working (or nonworking) mother. (Author)

ED136377 EA009292
The Importance of Regionalism in the Decision-Making Style of Local Boards of Education.
Blanchard, Paul D.; Kline, Robert L.
Mar 1977 23p.; Paper presented at the "Conference on the Urban South: Perspectives and Retrospectives" (Charleston, South Carolina, March 25-26, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEAUG77
This study examines some of the characteristics of decision-making on school boards, focusing on the behavior of southern school board members in comparison with their counterparts in other regions of the country. Data were collected in 1975 at the convention of the National School Boards Association (NSBA). Self-administered questionnaires were randomly distributed by the NSBA staff members to board members and superintendents. This procedure generated a sample of 1,091 school board members and 118 superintendents. Three areas of board decisional behavior are studied--representation and representativeness, including the degree of representation of women on the board and whether the members of the boards view themselves as representatives or trustees and whether they view the board as more like a corporation board or like a legislature; accessibility to groups and the public; and the decision-making style of the board. The latter topic is concerned with two broad areas--whether the superintendent or the board is dominant and whether the board is bipolar, unipolar, nonpolar, or concealed in its decisional conflicts. Generally, school board politics in the South is different from that found in other regions in several important ways. (Author/IRT)

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EJ229514 AA532057
Whistleblowing and Professional Responsibility.
Bok, Sissela
New York University Education Quarterly, v11 n4 p2-10 Sum 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Individuals who would blow the whistle by making public disclosure of impropriety in their own organizations face choices of public v private good. These dilemmas, along with the institutional and professional standards that might ease the way of whistleblowers, are explored. (Author)

EJ148108 EA507805
Social Judgment Theory and the Analysis of Interpersonal Conflict
Brehmer, Berndt
Psychological Bulletin, 83, 6, 985-1003 Nov 1976
Language: ENGLISH
Describes a general conceptual framework for the study of cognitive conflicts, an experimental paradigm for the analysis of such conflicts, and reviews the results of a series of experiments conducted with the paradigm. Available from American Psychological Association, Inc., 1200 Seventeenth Street, N.W., Washington, D.C. 20036, single copy $6.00. (Author/MLF)

ED169014 SP014009
Needs Assessment: Determining Project Goals and Establishing the Change Relationship.
Brown, Carlton E.
New Hampshire Univ., Durham.; Portsmouth Public Schools, N.H.
1978 14p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEAUG79
The basic problems faced by those implementing a project of assessing school needs and initiating change are discussed. An example of a teacher corps project funded for such an endeavor is summarized. How the initial problems of assessing needs to determine project goals and establishing a credible change relationship with school personnel were handled is described. Emphasis was placed on giving teachers the power and training to determine the focus methods for the two larger parts of the assessment program: needs of teachers and students. To this end, members of the staff received training in needs assessment and design. The importance of resolving conflict between staff and administration, of establishing trusting relationships between the agents of change, and of sharing the decision making process is emphasized throughout this report. (JD)

EJ233782 CG519453
Conflict Resolution in Marriage: Toward a Theory of Spousal Strategies and Marital Dissolution Rates.
Chafetz, Janet Saltzman
Journal of Family Issues, v1 n3 p397-421 Sep 1980
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140); REVIEW LITERATURE (070)
There are four strategies spouses may attempt to employ in cases of conflict: authority, control, influence, and manipulation. Rates of marital dissolution are a function of the relative equality between spouses in terms of the types of conflict-resolution strategies they are able to employ. (Author)

ED116336 EA007818
The Increased Pluralism and Politicization of Public Education--Coping with Conflict.
Coleman, Peter
15 Jan 1976 30p.; Paper presented at the Annual Meeting for District Superintendents (University of Victoria, Toronto, Ontario, January 15, 1976)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEMAY76
Power, or influence, in educational governance is increasingly becoming diffused. Everyone in education now feels relatively powerless. A political model of decision-making, emphasizing consultation with representatives of interest groups is now appropriate. In this model, the school board functions as "meta-mediator." This modifies the role of senior administrators. The pluralistic power structure, characterized by interest group politics, is now the most common kind. In such systems activist educators are likely to cause and encounter conflict. The skillful exercise of influence in coping with conflict in pluralistic environments is a vital skill for senior administrators. Conflict occurs when groups perceive a divergence of interests, as opposed to a commonality of interests. The chances of peaceful adjustment are maximized when a degree of shared interests exists and when some other conditions, including the existence of institutional arrangements for negotiation, are met. Conflict between the organization and clients is increasingly common and can be extremely difficult to deal with. Two common strategies, attitude change and power, can be used alternately. Conflict management is increasingly a common activity and an essential skill of senior administrators. Training or experience in it is thus an increasingly important qualification for leadership roles. (Author/IRT)

EJ161633 AA526206
Single-Peaked Functions and the Theory of Preference
Coombs, Clyde H.; Avrunin, George S.
Psychological Review, 84, 3, 216-30 Mar 1977
Language: ENGLISH
Dependent variables such as preference, hedonic tone, aesthetic appreciation, and developmental stages are frequently observed to be single-peaked functions of the independent variables. This research addresses the problem of deriving, from more elementary underlying processes, a preference function that rises monotonically to a peak and then falls monotonically. Results are generalized for different conflict situations in individuals. (Editor/RK)

EJ152410 SP505169
Secondary Administration and Conflict Resolution
Costanza, James F.; Hanrahan, Peggy
Theory Into Practice, 15, 3, 214-9 Jun 1976
Language: ENGLISH
Responses to diverse constituencies determine the purposes of the school and require that high school administrators (1) know the level at which issues are raised, (2) determine response levels and potential reactions; (3) know the consequences, and (4) build mechanisms for dealing with constituents. (MB)

EJ200990 CS704803
A Laboratory Investigation of Groupthink.
Courtright, John A.
Communication Monographs, v45 n3 p229-46 Aug 1978
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examines the groupthink phenomenon under controlled, laboratory conditions. Results indicate that the presence or absence of disagreement (conflict, hostility) among members may be the best discriminator between groupthink and nongroupthink groups. (JMF)

EJ239484 SP510304
Organizational Structure and Professional Alienation: The Case of Public School Teachers.
Cox, Harold; Wood, James R.
Peabody Journal of Education, v58 n1 p1-6 Oct 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Alienation among teachers has increased as their demands for greater professional autonomy increase. Conflict arises when principals reject teachers' need for independence. The professional teacher's rejection of bureaucratic organizational techniques results from professional training with its commitment to higher ideals. (JN)

EJ211524 PS507835
Stage Transition in Moral Reasoning as Related to Conflict Experienced in Naturalistic Settings.
Crockenberg, Susan B.; Nicolayev, Jennie
Merrill-Palmer Quarterly, v25 n3 p185-92 Jul 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Focusses on the relationship between environmental opportunities for social interaction, experienced internal conflict, and upward stage change in moral reasoning. Also examines the extent to which the dilemmas which constitute Form A and Form B of Kohlberg's Moral Dilemmas produce comparable stage scores. (Author/MP)

EJ178919 CG514128
A Study of Perceptions of Rights and Needs in Interpersonal Conflicts in Homosexual Relationships
De Cecco, John P.; Shively, Michael G.
Journal of Homosexuality, 3, 3, 205-15 Spr 1978
Language: ENGLISH
Examines issues of rights and needs in interpersonal conflicts of couples of the same biological sex and sexual orientation. The right most frequently perceived as an issue was participation in decision making. The need most frequently perceived as an issue was power. Almost no conflicts were resolved through negotiation. (Author)

EJ151820 RC502223
American Indian Treaty Making: Motives and Meanings
DeMallie, Raymond J.
American Indian Journal of the Institute for the Development of Indian Law, 3, 1, 2-10 Jan 1977
Language: ENGLISH

EJ259914 HE515342
Values (Virtues and Vices) in Decision Making.
Dressel, Paul L.
New Directions for Higher Education, No. 37 (Designing Academic Program Reviews) v10 n1 p31-43 Mar 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Practical suggestions to an evaluator are presented. It is seen as essential that an evaluator who would influence decision making through research realize that the research in which he engages, the data collected, and the analysis and interpretation are influenced by the values of the institution that the evaluator serves. (MLW)

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EJ139166 SO504436
Using the Arts to Express Decisions: A Strategy for Teaching Elementary Social Studies
DeStefano, Michael P.
Social Studies Journal, 5, 1, 32-8 Win 75-1976
Language: ENGLISH
The purpose of this article is to describe a teaching strategy to help elementary students understand the complexities of historical decisions by actively engaging them in learning activities involving the arts. For journal availability see SO 504 433. (Author)

EJ169253 CG513207
Family Impact Analysis: Application to Child Custody Determination
Druckman, Joan N.; Rhodes, Clifton A.
Family Coordinator, 26, 4, 451-8 Oct 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Family Impact Analysis, a framework for assessing the impact of legal and social policy on the family, is described as an objective approach of investigating the implementation of family legal policy. (Author)

ED186308 SO012538
Teaching International Relations through Simulation: Intercollegiate Exercise on International Terror.
Duly, Leslie C.; Wadlow, Joan K.
Mar 1980 17p.; Paper presented at Annual Meeting of the International Studies Association (21st, Los Angeles, CA, March 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.
Journal Announcement: RIESEP80
The use of simulation in teaching international relations is examined by evaluating how a simulation approach helped students in three institutions of higher education understand international terror. The project involved 97 students from three colleges and universities, and people with expertise in the community including campus police, the F.B.I., the press, the state patrol, and the federal Department of State. Students were first exposed to international terror in history, social science, and journalism courses. They then participated in an international terror simulation at a two-day conference involving students from the three colleges and the community experts. Participants were directed to respond to incidents of international terror including (unbeknownst to them at the outset) release of six hostages selected from among the participants. Evaluations indicated that students found the simulation exciting and worthwhile and that they were better able to appreciate the complexities of international terror as a result of participating in the simulation. Findings also indicated, however, that students were generally incapable of converting initial surprise into an orderly approach for solving problems and that they did not make very good use of professional expertise. The conclusion is that students will be better able to identify and apply learning gained in simulations to real life situations if teachers provide them with more complete orientation toward the problem upon which the simulation is based. (DB)

ED148712 SO010643
The Arab-Israeli Conflict: A Decision-Making Game. Revised Edition. Supplementary Empirical Teaching Units in Political Science.
Feste, Karen Ann
American Political Science Association, Washington, D.C.
Jan 1977 72p.
Available from: American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 ($3.50 paperbound)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: MISCELLANEOUS (999)
Journal Announcement: RIEMAY78
The Middle East decision making game has been developed to provide college level political science students with some indication of the complexities of international political situations. The central issue examined in the game is the way in which perceptions of a conflict relate to foreign policy decision. The game is divided into two sections. In the first section, students are directed to study historical data and policy statements relating to the Arab-Israeli conflict. Some data is presented in the document, along with analysis exercises and simple statistical and computer assignments, and some data is gathered through library research. Major topics which students are to analyze include complexities facing decision-makers, military variables in the Middle East situation, the role of the United Nations, interest group attitudes, the Middle East Policy, Zionism, Palestinian refugees, the Suez Canal, and oil. Section one can be utilized as a self-contained module without the role-playing exercise. Section two describes and presents rules and regulations for the Middle East role-play exercise. Students are assigned positions on a game team (an Arab nation, the United States, the United Nations, the Press) and are asked to write a policy paper which is received and responded to by other teams. Policy papers, called game moves, deal with topics such as formation of military alliances, foreign aid agreements, and mobilization of military forces. Forms for recording game moves, identifying issues emphasized in the game, and evaluating the game are included. (Author/DB)

ED154284 CG012435
The Inventory of Pre-Marital Conflict: Clinical and Educational Applications.
Fournier, David G.; And Others
1977 33p.; Best Copy Available
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: TEST, QUESTIONNAIRE (160)
Journal Announcement: RIEOCT78
The Inventory of Pre-Marital Conflict (IPMC) is a systematic procedure for the diagnosis and assessment of pre-marital conflict and related issues. The self-report component of the IPMC involves a series of 18 hypothetical conflict situations. The individual responds to each of these by evaluating who is primarily responsible for the problem, and by choosing the most desirable solution. This instrument provides the degree of actual conflict, perceived conflict, empathy level, accuracy of predicting the partner's responses, and types of authority for both individuals and couples. In addition, group norms are provided for comparative purposes. Items found to be particularly relevant for the couple are selected for the tape recorded interaction task in which the couple re-evaluates each problem situation and decides upon a joint solution. From this task, indicators of communication styles, problem-solving, decision-making, and conflict resolution skills and win scores can be obtained. Information obtained from the IPMC can be used to focus couple discussion, to aid in the formulation of treatment objectives in pre-marital counseling, and to evaluate the effectiveness of the counseling or educational programs. (Author)

EJ163933 CG512763
Life Styles and Conflict-Coping Structures
Friedlander, Frank; Green, P. Toni
Group and Organization Studies, 2, 1, 101-110 Mar 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
The hypothesis was that structures built by group members in dealing with conflict and decision making would be contingent on their life styles. Three different sets of groups of persons with homogeneous life styles created three different (and predicted) structures in a problem-solving task. (Author)

ED191829 SP016652
Committee Leadership: Group Problem-Solving and Conflict Resolution. Paper No. 85.
Fry, John P.
Michigan State Univ., East Lansing. Learning and Evaluation Service.
1979 102p.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEJAN81
This guide presents suggestions to committee chairpersons for making meetings more effective. The three broad sections of this guide address: (1) preparation of the agenda and physical arrangements for the meeting; (2) management of meetings to avoid negative outcomes; and (3) methods to overcome blocks in conflict resolution and decision making. Examples of frequent problems occuring at committee meetings are illustrated along with several solutions. Appendices include tips on problem solving, identifying constraints before brainstorming for ideas, comparing and ranking ideas, and gaining acceptance for a proposal. (CJ)

EJ199174 CE508271
The Ideology of Professionalism.
Gamer, Mary
Nursing Outlook, v27 n2 p108-11 Feb 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Discusses the meaning of professionalism in nursing and the growing divergence between the ideological aspirations of official spokesmen and the practical interests of the working nurse in increasing the scope of decision making in her practice. Expanded roles and advanced education may not improve nursing clinical skills or position. (MF)

ED127894 HE008209
Sources of Conflict Between Institutional Researchers and Decision Makers.
Gilmour, Joseph E.
28 May 1976 15p.
Available from: Office of Budget and Planning, 313 Old Main, The Pennsylvania State University, University Park, Pa. 16802
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN77
Identified are several sources of conflict between institutional researchers and decisionmakers and suggested are several means for reducing these sources of tension. Conditions that can lead to conflict include: differing organizational roles, value conflicts, status discrepancy and ambiguity, and communications breakdowns. Factors identified for the reduction of conflict include the degree to which both parties can establish satisfactory interpersonal contact, divide labor in clear and acceptable ways, give and receive information from one another, communicate large volumes of information efficiently, derive satisfaction and rewards from working together, gain easy access to each other, and persist in communicating new and abstruse ideas to one another. (Author)

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EJ178535 SO506239
Prisoner's Dilemma: An Exercise in Intergroup Relations
Glass, John F.
Teaching Sociology, 5, 3, 275-80 Apr 1978
Language: ENGLISH
Recommends a classroom exercise to demonstrate intergroup relations. Possible learning outcomes include conflict resolution, decision-making, trust, and increased understanding of differences between competitive and collaborative behavior. (Author/DB)

ED132940 HE008511
State Budgeting for Higher Education: Intersgency Conflict and Consensus.
Glenny, Lyman A
California Univ., Berkeley Center for Research and Development in Higher Education.
1976 186p.
Sponsoring Agency: Ford Foundation, New York, N.Y.; National Inst of Education (DHEW), Washington, D.C.
Grant No.: 730-0552; NE-G-00-3-0210
Available from: Center for Research and Development in Higher Education, University of California, Berkeley, California 94720
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAY77
The complexity of the budgetary process, in which so many independent bodies sequentially or simultaneously review the higher education budgets, results in complicated interorganizational relationships and apparent overlap or duplication of roles. Dospite disagreement and lack of theory, budget professionals are moving slowly and pragmatically toward a more systematic approach to budgeting. The present study began in July 1973, when the Center for Research and Development in Higher Education undertook a three-year, 50-state study of the processes used by state agencies to formulate the budgets of colleges and universities. Its twofold purpose is to advance budgetary theory and to give state and institutional budget professionals a broader understanding of (1) the interrelationships, roles, functions, and objectives of the several state agencies in the budgetary process; (2) the congruence or incongruence of such objectives among the several agencies; and (3) the practices and procedures that build confidence in the fairness of the budgetary process. Reports based on the study describe and analyze the organizational structures and staffing of state-level agencies and the progress of institutional budget requests through these agencies. The primary emphasis is on the budget review and analysis process and the procedures used by the state agencies; the study concentrates on the administrative interfaces among the several state agencies and between the agencies and the institutions of higher education. (Author/MSE)

ED174872 CG013660
Career and Family Plans of College Students.
Goff, Susan B.
1978 12p ; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEJAN80
Factors which mediate the life decisions of college men and women were examined. Undergraduates (N=107) completed questionnaires about career and family plans, notions of success and failure, integration of two potentially conflicting roles, and the relationship between personal values, life goals, and choices. Results indicated that: (1) women anticipate entering helping professions; (2) men decide on careers which yield personal enjoyment and intellectual challenge rather than those which benefit others; (3) salary as a criterion for career success is more salient for men; (4) men see job competition and personal failure as obstacles to career development whereas women see children and family as greater obstacles; and (5) both sexes claim they would readjust their work schedule to accommodate family needs. (Author/HLM)

EJ232103 EA513374
Community Involvement in School Closings: A New Approach to a Growing Problem.
Goldaber, Irving
Updating School Board Policies, v11 n8 p1-3,5 Jul-Aug 1980
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Outlines an approach, termed the "Communications Laboratory," that educators can use in managing the conflicts that can arise when the district wants to close a school and some segments of the community do not. (IRT)

EJ272251 CG523591
Resolving Decisional Conflict by Gestalt Two-Chair Dialogue: Relating Process to Outcome.
Greenberg, Leslie S.; Webster, Michael C.
Journal of Counseling Psychology, v29 n5 p468-77 Sep 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Clients (N=31) completed a six-week program using Gestalt two-chair dialog to work on intrapsychic conflict related to the making of a decision. Clients were classified as resolvers or nonresolvers. Resolvers were found to be significantly less undecided and less anxious after treatment. (Author)

ED225443 HE015794
Parable of a President.
Hesk, Harold H.
American Association of State Colleges and Universities, Washington, D.C.
1982 75p.
Report No.: ISBN-0-88044-067-8
Available from: American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036 ($6.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: BOOK (010); CREATIVE WORK (030)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUN83
A fictional account of 1 school year in the life of a university president is presented to illustrate the conflicts within the university. A meeting with state officials regarding the university's 1979-1980 budget request is described, including the president's preseeting anticipation and his thoughts about the dynamics of interactions. Diverse phone calls received by the president are interspersed with his serious reflections regarding the budget request document and the political influences to the state decision-making process. After the legislative budget committee meeting, the president's responsibilities included: an all-day planning retreat on general education; a meeting with the State Education Commission regarding the university's academic master plan; meeting with the campus attorney regarding employee and student litigation and grievances; and a session with the faculty executive committee. The concept of "up-tight management," which emphasizes the simultaneous, or mixed, presence of conflict-oriented models along with various models that deemphasize conflict, is discussed in an afterword. The president placed a high priority on building a consensus on institutional purposes and priorities. The college was stressful because of disagreements about the university's goals as well as conflicting process or procedural models. The school was in transition from a teachers college to a liberal arts college, and then to a regional university. ($W)

ED136177 CG011437
Presentation Summary of Decision Making for Life Cycles.
Harrington, Pamela C.
8 Mar 1977 12p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Dallas, Texas, March 6-9, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEAUG77
This guide discusses the need for decision making expertise, and the steps to attain it. First, human beings are forever encountering the necessity to make choices, because they are constantly striving to adapt to their environment and to co-exist with others. Second there is an expectation that individuals will be independent. Third, psychological research has brought to the foreground literature introducing an adult development pattern. The following steps should be taken in decision making: (1) identification of the problem; (2) identification of alternatives; (3) gathering of information; (4) evaluation and (5) selection. (Author/JLL)

EJ243844 EA514132
Reaching Consensus Using the Delphi Technique.
Hartman, Arlene
Educational Leadership, v38 n6 p495-97 Mar 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); PROJECT DESCRIPTION (141)
A modified Delphi Technique can be used to reach consensus in decision making and conflict resolution. Such an approach was used in the Paramus (New Jersey) Public Schools to resolve a conflict between principals and a committee of parents, students, and specialists concerning a progras for gifted and talented students. (Author/MLF)

EJ233606 CE510081
Conflict Resolution and the Communication Myth.
Haw, Mary Ann
Nursing Outlook, v28 n9 p566-70 Sep 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
The author claims that open communication and extended dialog can be destructive, while bargaining and compromise can be more successful in resolving conflict. She discusses origins of the communication myth, situations where communication fails, alternatives to destructive dialogue, acknowledging incompatibility, the bargaining process, and faculty conflicts. (CT)

EJ145890 UD504678
The Law and Schooling: Some Observations and Questions
Hazard, William R.
Education and Urban Society, 8, 4, 417-440 Aug 1976
Language: ENGLISH
This inquiry attempts to identify and examine some educational consequences of legal intervention in the schooling process. This examination is not intended as a defense of the status quo; it is intended to challenge the practice of casting educational problems into legal form. (Author/AM)

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ED217762 HE015124
Rethinking Educational Change: A Case for Diplomacy. Research into Higher Education Monographs, 44.
Hewton, Eric
Society for Research into Higher Education, Ltd., London (England).
1982 119p.
Report No.: ISBN-0-900868-93-7
Available from: Society for Research into Higher Education, University of Surrey, Guildford, Surrey GU2 5XH, England.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141); POSITION PAPER (120)
Geographic Source: United Kingdom; England
Journal Announcement: RIENOV82
The application of the idea of diplomacy to educational change is addressed, with attention to the problems faced by the head of a teaching and learning support group within a university, along with the role of educational advisers, or consultants. The analysis is structured based on the main elements of diplomacy. Attention is directed to an incident in which an adviser was treated undiplomatically by representatives of the host culture; the problems faced by the adviser; strategies open to the adviser and the relationship between policy and strategy; the idea of culture as applied to educational institutions and disciplinary groups; and the way that differing perspectives on education and educational development might be formed and the way they affect the way in which individuals or groups regard change and promote change. A number of cases in which attempts have been made by advisory groups to influence the educational practices of various host cultures are examined, and some of the problems that have arisen when the bridges have not been properly constructed are identified. The possibilities of the constructive use of diplomacy and the strategy adopted by an adviser within one institution are explained. The case studies include instructional television in Sweden, and the following United Kingdom examples: the Schools Council/Nuffield Humanities project, the Group for Research and Innovation in Higher Education, the Colleges of Education Learning Programme, the Higher Education Learning project (Physics), and the diplomatic approach used at the University of Sussex. Additional uses for diplomacy, particularly its role within the severe financial constraints in education, are considered. A bibliography is appended. (SW)

EJ227401 CG518965
Career-Related Decisions of Mothers of Infants.
Hock, Ellen; And Others
Family Relations, v29 n3 p325-29 Jul 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Mothers who were consistent in plans not to work following the infant's birth were similar in separation anxiety to mothers who changed their minds and returned to work. Inconsistent mothers were more career oriented and less positive about the maternal role. Counselors should be aware of material attitudes. (JAC)

EJ178772 AA527960
Preference for Modes of Dispute Resolution as a Function of Process and Decision Control
Houlden, Pauline; And Others
Journal of Experimental Social Psychology, 14, 1, 13-30 Jan 1978
Language: ENGLISH
Research on procedural justice has suggested that the distribution of control among participants can be used to classify dispute-resolution procedures and may be an important determinant of preference for such procedures. This experiment demonstrates that control can be meaningfully divided into two components: control over the presentation of evidence and control over the final decision. (Editor)

ED194995# EA013050
Administration and Policy-Making in Education: The Contemporary Predicament.
Housego, Ian E.
British Columbia Univ., Vancouver. Center for Continuing Education.
1980 11p.; Published in "Canadian and Comparative Educational Administration" (EA 013 022). Based on a paper presented at the International Intervisitation Program in Educational Administration (4th, Montreal and Vancouver, Canada, May 1980). For related documents, see EA 013 022-049.
Available from: Not available separately; see EA 013 022.
Document Not Available from EDRS.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120); REVIEW LITERATURE (070)
Geographic Source: Canada; British Columbia
Journal Announcement: RIEAPR81
This paper is based on the assumption that the educational administrator is the mediator in policy development. The author sees the administrator as caught between two conflicting approaches to policy-making--one characterized as "rational" and the other as "political." In attempting to deal with this dilemma and with the dilemma of shrinking resources, administrators find themselves in a "reactive adversarial stance," that is, they are forced to react instead of act. they must mediate among groups in bitter conflict, and in consequence, administrators typically seek to escape from problems rather than to solve them. It is suggested that to become more effective policy-makers in education, educational administrators need to take a comprehensive view of policy-making that combines both the rational and political approaches. It is also urged that the efficacy of this new approach be assured by what Coleman calls "policy research" (designed to guide social action) and "discipline research" (designed to add knowledge to a scientific discipline). This attempt at an integrated approach to policy-making must focus on the administrator as a mediator who mediates among evidence that is both rationally-based and politically-based. (Author/JM)

ED190034 HE013039
Argumentation as Communication: An Extended Didactic Simulation for Management Students.
Irwin, Harry
Jul 1980 23p.; Paper presented to the National Conference of Australian Decision-Simulation and Educational Gaming Association (Sydney, Australia, July 9-11, 1980)
EDRS Price - MF01/PC01 Plus Postage
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: Australia
Journal Announcement: RIEDEC80
A didactic simulation for decision-making was adapted for use in a communication course within a business administration program at Kuring-gai College of Advanced Education in Australia. That adaptation process is explained. It is further shown how the simulation summarizes and integrates the content of that course, which deals with the argumentative dimension of communication, and how it relates that course back to its prerequisite, which deals with the relational dimension of communication. Emphasis is placed on the idea of integration of course curricula into simulation exercises. Objectives and content of the unit on argumentation are summarized, and related curriculum issues are briefly discussed. Reaction to the unit, entitled Westernport Simulation Exercise, over the five years of its use is outlined. The exercise outline and a list of references are appended. (MSE)

ED128706 CG010814
Women's Moral Reasoning and Behavior in a Contractual Form of Prisoner's Dilemma.
Jacobs, M. Kathryne
Apr 1976 17p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)
Available from: M. K. Jacobs, Medical College of Ohio at Toledo, Department of Psychiatry, Child Division, P.O. Box 6190, Toledo, Ohio 43614
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB77
The purpose of this study is to demonstrate an experimental procedure which lends itself to the controlled study of adult moral behavior. The procedure is a variation of Prisoner's Dilemma, a game widely used for the study of conflict resolution. The conflict generated by the game is both interpersonal and intrapersonal. The key issue in the dilemma is the agreement between partners to regulate self-centered behavior in the interest of the common good. The sample was drawn from women enrolled in undergraduate, graduate and continuing education classes at the University of Toledo. In the laboratory simulation of a moral dilemma in which two women agreed to cooperate and one partner subsequently ignored that agreement, principled women were found to maintain the contract and cooperate regardless of their losses, whereas conventional women broke the contract and minimized their losses. This and other results are discussed in relation to such factors as anxiety, level of moral reasoning, situational characteristics and sense of commitment. (SJL)

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EJ198028 EC113281
A Heuristic for the Analysis of the Nature and Extent of a Problem.
Jensen, J. Vernon
Journal of Creative Behavior, v12 n3 p168-80 Sum 1978
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
Discussed are five dimensions through which one may better analyze and understand the nature and extent of a problem. (BD)

EJ152900 AA524536
Running Away: An Epidemic Problem of Adolescence
Justice, Blair; Duncan, David F.
Adolescence, 11, 43, 365-71 F 1976
Language: ENGLISH
Discusses the national problem of runaway youth providing statistical evidence compiled by the National Center for Health Statistics and suggests methods for developing productive decision making in family life. (RK)

ED221822 CG016280
Unplanned Pregnancy: A Dilemma for College Students.
Kaufman, Susan P.
Apr 1982 30p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEMAR83
One of the major decisions college men and women face involves sexual behavior. A large proportion of students often choose to engage in premarital sexual activity and although birth control is usually available, unplanned pregnancy is still a threat. Couples (N=295) participated in a study to examine decision-making by unmarried undergraduate couples as they resolved the simulated dilemma of an unplanned pregnancy. The similarity among choices for pregnancy resolution and ratings of considerations were the most striking finding. Among both male and female students, abortion was most commonly selected, followed by marriage, single parenthood, and adoption. Students viewed their interpersonal relationship as having the strongest impact on decision making. Among couples who initially disagreed, discussion with the partner seemed helpful in facilitating agreement. The findings suggest that simulated decision making may be a useful counseling technique. (Author/JAC)

ED203819 HE014088
The Uses of Crisis: Taking the Tide at the Flood. ASHE Annual Meeting 1981 Paper.
Kerchner, Charles T.; Schuster, Jack H.
Mar 1981 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 1981).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140); POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIENOV81
The management strategy of calling attention to problems and labeling them as crises is discussed as a method of coping with prolonged periods of shrinking resources. Part I, "Entering the Realm of Crisis," discusses the importance of defining a crisis, the crisis as an organizational good, and when to declare a crisis. Two types of crises are identified: (1) the manifest crisis, which is one readily apparent and whose menacing nature speaks for itself and commands attention and (2) the opaque crisis, which barely is visible, if at all, and often reflects a chronic problem which, while weighty, does not dramatize itself. Part II, "Six Cases of Response to Organizational Adversity," examines the experiences of the following: Flagship University; Rockroad Community College; Industrial City High School District; State Board of Higher Education; and Hillside State College. Part III, "The Rules of Crisis Management," offers five conclusions: (1) effective declaration of a crisis is contingent on the credibility of an institution's management and perception; (2) a declaration of a crisis, to be successful, must lead to substantial benefit to the organization; (3) the declaration of a crisis should be highly visible and unequivocable; (4) after the crisis is declared it must be managed conspicuously; and (5) the crisis needs to be terminated. Several management tactics employable for crisis termination are illustrated in the case examples, such as deriving strength from weakness by binding oneself to a future that would be distasteful to the institution if allowed to take place; to make use of an intervening outside party to dramatize the seriousness of the problem; and to make use of a crisis council. References are provided. (LC)

ED126840 HE008182
Pressure Point On Campus: Academic Program Planning and Resource Allocation in Conflict with the Bargaining Table.
Kieft, Raymond
1976 17p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC76
Considered are the nature and extent of some of the basic conflicts that arise when two future-oriented, decision-making processes--institutional program planning/resource allocation and collective bargaining--are both present on the same campus. The identified conflicts come from the experiences of a university that was one of the first in the United States to bargain collectively with its faculty (1969) and has been doing so while operating a program planning and resource allocation system. The conflict areas that are identified together with the reasons for the conflict are: (1) job security (collective barg.) vs. staffing flexibility (planning/resource allocation); (2) mandatory late retirement (collective barg.) vs. early retirement (planning/resource allocation); (3) level of faculty compensation (collective barg.) vs. allocation of resources (planning/resource allocation); (4) academic program stability (collective barg.) vs. academic program change (planning/resource allocation); (5) scope of collective bargaining agreements (collective barg.) vs. institutional mission, goals and objectives (planning/resource allocation); (6) faculty-interest-driven model (collective barg.) vs. student-interest-driven model (planning/resource allocation). Institutional research and planning staff of the university developed various strategies and responses to these conflict areas that resulted in some conflict resolution. These strategies and responses are identified and described in greater detail--Early Retirement Costing Model and The Salary Inequity Identification Model. (Author)

EJ162842 RC502477
Needed: Educational Philosophy as a Guide for Decision-Making in the Public Schools
Klein, Dorothy S. R.
Education, 97, 3, 290-93 Spr 1977
Language: ENGLISH
The logical solution to differences in educational philosophies is to set up alternative school systems, within which each school would operate to implement a specific philosophy of education prescribed by its administrators, and parents, children, and teachers would be free to choose the school corresponding to their goals/interest. (JC)

ED141700 CG011526
Sex Differences in Risk Taking as a Function of Outcome Effects.
Knowles, Philip L.
Apr 1976 11p.; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, California, April 8-11, 1976)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC77
This study examines behavioral mediators which might possibly be associated with risk taking. Specifically, it is concerned with answering the question of whether there are attributes of a risk taking situation which make it more conducive for males to take greater risks than for females. The situation used in this experiment, a regulation blackjack or "21" game, employs a procedure where information about outcomes is direct, immediate, and irreversible. The author assesses the effects of outcomes on risk taking for males and females in an effort to determine whether the Blascovich et al. (1973) results would replicate and to ascertain the possible existence of a sex difference unique to the effects of outcomes. (VG)

ED183989 CG014202
Conflicting Values and Marital Problems: A Counseling Model for Conflict Resolution.
Haase, Vera S.; Featherstonaugh, H. Gordon
14 Aug 1979 17p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Boston, MA, August 14-18, 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); GENERAL REPORT (140); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Indiana
Journal Announcement: RIEAUG80
The effects of individual values upon the development of conflicts and the resolution of marital problems through counseling are explored, using the Interpersonal Growth Scale (IGS). This instrument is described as it evaluates the processes of growing apart and growing together, and notes operating values, determining their functions and strength. The procedure for using the IGS is explained, including how: (1) clients have an opportunity to assess their present situation and the consequences of acting according to their current value systems; (2) on the basis of the scores on the IGS, the spouses, with the aid of the counselor, explore alternatives and make decisions for change; and (3) the instrument serves as treatment plan or contract between the couple and the counselor, as an aid in goal setting and as a measuring device for progress. (Author)

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ED182638 CG014127
A Test of the Janis and Mann Conflict Theory of Decision Making.
Mann, Leon; Hin, Tan Sik
Sep 1979 9p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: Australia
Journal Announcement: RIEJUL80
The conflict theory of decision making was examined by testing a conflict model which differentiated among three basic coping patterns in response to decisional conflict, i.e., defensive avoidance, panic, and vigilance. Male college students (N=53) were administered two decisional problems, "The Changing Work Procedures Case" and "David's Problem." The conditions under which subjects made their decisions were varied to create one of the three coping patterns. Results indicated that the vigilance group showed superior information processing to panic subjects, but were no different from defensive avoidance subjects. Subjects in the vigilance group produced better quality decisions than those in the other two groups. (Author)

ED192238 CG014704
Ego Identity in Mature Women.
Marcia, James E.; Miller, Elizabeth C.
Apr 1980 9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (51st, Hartford, CT, April 9-12, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: Canada; British Columbia
Journal Announcement: RIEFEB81
The relationship between psychosocial development and ego identity was explored among a group of 29 married women, 21-59 years old. After being interviewed, subjects were assigned to one of four categories of identity status, based on their statements regarding decision-making and commitment. There were significant differences between identity categories in resolution of all psychosocial stages in the Inventory of Psychosocial Development (IPD). Women in the Identity Achievement category (showing the most "active" level of decision-making and subsequent commitment) scored significantly higher than women in the other categories on all IPD stages except intimacy and trust. These differences provide empirical support for Erickson's theory of psychosocial development as well as some discriminant validity for the IPD. (Author/CS)

ED122343 95 EA007982
The Principal's Role in Instructional Planning. NAESP School Leadership Digest Second Series, Number 8. ERIC/CEM Research Analysis Series, Number 23.
Mazzarella, Jo Ann
National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
1976 31p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: OEC-0-8-080353-3514
Available from: National Association of Elementary School Principals, 1801 North Moore Street, Arlington, VA 22209 ($2.50)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIESEP76
Although the principalship has existed for almost a century and a half, principals' roles are as varied as their surroundings and almost as difficult to generalize about. No part of the principal's role is debated with more fervor than the role he or she must play in the instructional program. As school systems have become more bureaucratic, many principals have come to feel like little more than superintendents' clerks. Some of the current literature about the conflicting roles of principals and ways around the administrative roadblocks is discussed in this review. (Author/MLF)

EJ236976 HE513659
Conflict and Mediation in the Academy.
McCarthy, Jane E.
New Directions for Higher Education, No. 32 (Resolving Conflict in Higher Education) v8 n4 p1-8 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Nonadversarial approaches to conflict resolution should receive increasing attention from educators facing increased government regulations, stable budgets, and diminished spending power. Mediation, with its emphasis on accommodation and cooperative problem solving, can reinforce the education community's commitment to reasoned discourse and collegiality. (MLW)

EJ133252 SE515608
Resolving Environmental Conflicts
McCarthy, Jane E.
Environmental Science and Technology, 10, 1, 40-43 Jan 1976
Language: ENGLISH
An experimental approach now being tried to resolve environmental conflicts is the use of the negotiation-mediation process. The role of the mediator and the nature of the mediation process as applied to environmental disputes are outlined. (BT)

EJ238222 CG519939
Family Power: The Assessment of a Decade of Theory and Research, 1970-1979.
McDonald, Gerald W.
Journal of Marriage and the Family, v42 n4 p841-54 Nov 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
The multidimensionality of the power concept has been more systematically explicated, but research efforts continue to be primarily concerned with decision-making outcome. Perhaps the documented patterns of slightly husband-dominant, though increasingly shared or equalitarian, decision making reflect a change in normative expectations rather than decision-making behaviors. (Author)

EJ257916 EA515084
The School-Site Politics of Education: A Review of the Literature.
Miles, William R.
Planning and Changing, v12 n4 p200-18 Win 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Reviews research on the politics of education at the school site level in three areas: public participation in decision making, allocation of scarce resources, and resolution of actual or potential conflict. Suggests future directions for research. (Author/JM)

EJ138871 AA522756
The Hazards of Academic Administration
Moellenberg, Wayne P.
Intellect, 104, 2372, 374-78 Feb 1976
Language: ENGLISH
Article considers the extreme complexity of the role that a modern university administrator must play together with the role of the university in our society. (Author/RK)

EJ183277 EA510091
Participation in Decision Making: A Multidimensional Perspective
Monahan, Allan M., Jr.; And Others
Educational Administration Quarterly, 14, 1, 13-29 W 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
This paper looks at the patterns of actual and desired participation in empirically determined decisional domains and at how such participation correlates with job satisfaction and role stress in teachers. (Author/IRT)

ED150089 SP011196
The Role of Interschool Sports in the Secondary Schools of Ontario--Focus on SWOSSA and OFSAA.
Moriarty, Dick; And Others
Windsor Univ. (Ontario). Faculty of Physical and Health Education.
17 Jun 1977 28p.; Paper presented to the Annual Meeting, Canadian Association for Health, Physical Education and Recreation (Wolfville, Nova Scotia, June 17, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEJUN78
This document focuses on a study conducted by the Windsor Sports Institute for Research/Change Agent Research (SIR/CAR) group into problems in educational sport. Major thesis of the investigation was that many of the problems plaguing educational sport originate not from the technical skills level but from (1) administrative decision making, and (2) ways in which educational management manifests to society the role, status, and goals of sport in education. It was hypothesized that effectiveness and efficiency are blocked when schools, leagues, and associations equate sport with the mission and method of amateur or semi-professional athletics. Emphasis on data collection and analysis of the South Western Ontario Secondary Schools Association (SWOSSA) (experimental group) and Ontario Federation of School Athletic Associations (OFSAA) (control group) focused on the identification of attitudes, beliefs, and behavior reflective of socializing sport or athletic excellence. Written opinionnaires and interviews resulted in a listing of eight behavioral patterns strongly identifying SWOSSA/OFSAA with a true, amateur sport model, with little conflict between avowed goals and actual behavior. Twelve recommendations are made for retention of this near-identity between goals and behaviors. Latent sources of conflict are identified as the "Sportplan" proposed by Sport Ontario, and the federal government's plan for the unification of Canadian sport, both of which stress athletic excellence in a government bureaucratic organization as opposed to socializing in a voluntary, mutual-benefit, or service organization. Explanations of the SIR model of systems analysis and the CAR methodology are presented as introductory material. (MJB)

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ED151299 SP011195
Youth Sports/Athletic Programs--Local or National Control?
Moriarty, Dick
Windsor Univ. (Ontario). Faculty of Physical and Health Education.
30 Apr 1977 114p.; Paper presented to the Symposium on Competition and the Child Developmental Issues and Leadership (University of Maine-Orono, April 30 1977)
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEJUL78
The author (1) explains a system analysis approach developed by the Sports Institute for Research through Change Agent Research (SIR/CAR) for working with government, business, and service organizations in sport-related areas, (2) examines the distinction between professional athletics and amateur sport, (3) discusses conflict resolution by authority from above (in professional athletics) and below (in amateur/school sports); and (4) illustrates the use of SIR/CAR in two case studies. The institutional goals and programs of the SIR are discussed and the emphasis on Change Agent Research as a bridge between pure research and practice is described. The approaches of professional and amateur sports to organizational/administrative growth and development and conflict management are analyzed. Identification, delineation, evaluation, and action for controlling conflict and change (especially in voluntary organizations) are examined in a framework based upon a contrasting of traditional, monocratic-bureaucratic concepts (developed by Max Weber) and emerging pluralistic-collegial concepts. Effectiveness of the two approaches under various circumstances are contrasted, and theories of conflict management and change strategies are recommended for the professional and amateur athletic sectors. Applications of SIR/CAR to Little League Baseball and to Ontario Province/Canadian government programs to reorganize secondary school interscholastic sports are described. (MJB)

EJ213738 AA530420
Coping with Conflict in Educational Circles.
Nebgen, Mary K
Thrust for Educational Leadership, v9 n2 p25-27 Nov 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); POSITION PAPER (120)
The author presents ideas on what one school administrator should know in order to successfully manage conflict situations so that the conflict does not impede school functioning, and suggests that proper handling of the inevitable conflict situations that arise can bring about group cohesiveness and unity. (KC)

EJ181008 CG514310
A Contingency Model of Marital Organization in Low Income Families
Osmond, Marie Withers; Martin, Patricia Yancey
Journal of Marriage and the Family, 40, 2, 315-28 May 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
The Automatic Interaction Detector (AID) method of data analysis is utilized with 512 low income families. Results show that associations of the predictor variables with marital intactness are neither linear nor additive. Nevertheless, two variables emerge in explaining marital intactness: mode of decision-making and strategy of conflict resolution. (Author)

ED215388 CS503813
"The Brethren": A Case Study.
Palmerton, Patricia R.; Pribble, Paula Tompkins
Feb 1982 28p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIESEP82
The problem of change in the character of the United States Supreme Court between 1969 and 1975 is examined. In this paper, in the context of group decision making and organizational communication. Based on information from "The Brethren," a behind-the-scenes account of the Supreme Court justices by Bob Woodward and Scott Armstrong, the paper points out that with the breaking of norms of procedure by someone in a position of power (most often Chief Justice Warren Burger), the problem of change in the Court's character became exacerbated, taking on the characteristics of an internal crisis. The analysis of selected Supreme Court cases indicates that the breaking of procedural norms coupled with the Court's norms of conflict management created a dilemma for the Court that resulted in the evolution of cumbersome and time-consuming alternative procedures to assure the quality of the Court's work. (RL)

EJ278736 SO511033
Moral Choice and Education.
Pekarsky, Daniel
Journal of Moral Education, v12 n1 p3-13 Jan 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Kohlberg's interpretation of moral choice is criticized. The alternative view proposed locates Kohlberg's conception of moral choice as a stage in a larger process of moral deliberation that has a progressive structure. How deficiencies of the Kohlberg approach can be remedied is suggested. (Author/RM)

EJ217370 CG517549
Functions of Communication: An Experimental Study in Group Conflict Situations.
Pood, Elliott A
Small Group Behavior, v11 n1 p76-88 Feb 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
This study attempted to determine if decision rule, majority v consensus, had significant impact on certain hypotheses concerning conflicts in small groups. (Author)

EJ239880 CE510692
Saul D. Alinsky's Contribution to Community Development.
Reitzes, Donald C.; Reitzes, Dietrich C.
Journal of the Community Development Society, v11 n2 p39-52 Fall 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Interprets Saul Alinsky's contribution to community development through three themes: community cohesiveness as one goal of community organization; political participation and goal of broadening community participation in city-wide decision making; and the use of nonviolent conflict in unifying diverse local interests and effectively bargaining with extra-community agents. (Author/CT)

ED224144 EA015233
Conflicts of Interest in Educational Reform Litigation.
Rhode, Deborah L.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Mar 1982 65p.; Prepared for the IFG Seminar on Law and Education (July, 1981).
Sponsoring Agency: National Inst. of Education (ED), Washington, DC.
Report No.: IFG-PR-82-A6
Grant No.: OB-NIE-G-80-0111
Available from: Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: LEGAL MATERIAL (090); POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIEMAY83
Most educational reform cases proceed as class actions in which there is no single aggrieved plaintiff with clearly identifiable views, but rather an aggregation of individuals, often with conflicting preferences. This paper explores the problems presented in educational reform class actions where plaintiffs disagree over the remedial objectives of the suit. Relying on reported decisions, interviews, and case histories, the paper first examines the conflicts that have surfaced within plaintiff classes, such as disputes over busing, mainstreaming, and deinstitutionalization. Discussion then focuses on the inadequacies of the existing procedural mechanisms for coping with such conflicts. Of particular concern are information and incentive structures that prevent courts, counsel, and litigants from addressing or accommodating the full range of class interests. The paper concludes by distinguishing problems that may be susceptible to procedural reform from those that are endemic to any pluralist or majority decision-making process. (Author/MLF)

EJ230881 HE513684
Legal Studies and Mediation.
Rifkin, Janet; And Others
New Directions for Higher Education, No. 32 (Resolving Conflict in Higher Education) v8 n4 p49-54 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
The dispute resolution center at the University of Massachusetts illustrates how a legal studies program can form the basis for conflict resolution in the local community as well as on campus. The center draws heavily on the skills and experience of individuals in both the academic and public sectors. (MLW)

EJ213931 CG517188
Approaches to Conflict Management.
Roark, Albert E.; Wilkinson, Linda
Group and Organization Studies, v4 n4 p440-52 Dec 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); BIBLIOGRAPHY (131)
When managed effectively, conflict can lead to goal satisfaction, more creative solutions, and enhanced commitment to relationships. Approaches to conflict management are discussed and categorized. Similarities and contributions of widely used models are presented. Models that convert conflicts into problems to which problem solving techniques can be applied are discussed. (Author/BEF)

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ED165247 EA011160
Citizen Advisory Committees: The Faulty Lightning Rod in the Storm of School-Community Relations.
Robinson, Norman
Jun 1978 32p.; Paper presented at the Annual Conference of the Canadian Association for the Study of Educational Administration (London, Ontario, June 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: Canada, British Columbia
Journal Announcement: RIEJUN79
This case study investigated the capability of school citizen advisory committees to collect, contain, and dissipate conflict. It examined the activities of the Ideal School citizen advisory committee in Vancouver, British Columbia, in 1976-77. The committee attempted to block a decision by the school board to move the school to a new location within another high school. Although several possible alternate sites were considered by the committee and the board, agreement could not be reached, and the board announced its plans to complete the relocation. An angry attack in the media was then launched on the school board by Ideal School teachers, parents, and community residents. Nevertheless, the move was accomplished. Four months later, a board attempt to move the school to an elementary site provoked a strong protest by residents of the elementary school neighborhood. In response, the school board chose yet another site, and the move was successfully made. The conclusion from this experience was that advisory committees function well in attracting and focussing conflict but are not effective at containing or dissipating the conflict. The committee could not prevent the school system-community conflict from exploding into the wider public arena. (Author/JM)

ED153337 EA010523
Group Dynamics for Student Activities.
Robinson, Russell D.
National Association of Secondary School Principals, Reston Va.
1977 47p.; Pages 34-35 of original document have gray backgrounds and may not reproduce clearly
Available from: Office of Student Activities, National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($3.00, quantity discounts)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIESEP78
Four dimensions that must be present for a group to function effectively are elaborated in this guide: (1) commitment of members to a common purpose; (2) leadership that facilitates organization and structuring to accomplish these purposes; (3) open communication among members; and (4) a climate of acceptance and trust. Defining a group as any number of people who are thought of together and who are jointly in pursuit of a common goal, the author's observations are applicable to any context, but are directed more specifically toward school and student groups. He outlines four stages of group development ("groping, griping, grasping, and grouping"), discusses different leadership styles and their impact on group development and behavior, describes group decision-making processes, deals briefly with handling group conflict, and discusses some of the ways in which groups meet members' needs. (Author/DS)

EJ150185 EA507853
Organizational Antecedents of Role Conflict and Ambiguity in Top-Level Administrators
Rogers, David L.; Molnar, Joseph
Administrative Science Quarterly, 21, 4, 598-610 Dec 1976
Language: ENGLISH
Explores factors associated with role conflict and ambiguity in top-level administrators in selected public agencies. Expands the range of antecedent factors currently used in the analysis of role conflict and ambiguity by examining an organization's relations with other organizations as well as its internal characteristics. (Author/IRT)

ED151673 CG012273
Teenage Pregnancy and Parental Involvement: Changing Trends.
Rosen, Raye H.
3 Sep 1977 19p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (Chicago, Illinois, September 3, 1977)
Grant No.: HD07739-01
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIE4UG78
This study investigates decision-making among women with unplanned and unwanted conceptions. Subjects were females younger than 18 years old, who were unmarried at the time that they became pregnant (N=432). Data were obtained by means of questionnaires given to subjects prior to abortion or delivery. Questions concerned involvements of mother, father, parents combined, peers, girl friend and male partner in the pregnancy and its resolution. Items also addressed the amount of decision-making conflict, as well as the women's attitudes and perceptions. Findings indicate the following: (1) when respondents first thought they might be pregnant but were not sure, few sought parental advice, especially in comparison to proportions who turned to their male partner or to a friend; (2) once pregnancy was confirmed, the mother had some influence on half or more respondents in each category. This influence was most important for the white adoption and the black abortion groups; and (3) for all groups, mother's influence was positively associated with conflict, suggesting that those who experienced conflict tended to turn to mothers for support or that mothers' intervention increased or produced conflict. Thus, adolescents still choose parents as a source of support. (Author/JLL)

EJ167478 CG513173
Counseling Youth About Military-Service Careers
Sander, Daryl L.; Wolff, Warren W.
School Counselor, 25, 1, 31-35 Sep 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Military career information is readily available to counselors, but they should make certain it is current and correct. Considering military careers may present value conflicts to counselor and counselee alike; these conflicts are extremely important, and every effort should be made to deal with them honestly. (Author/BP)

ED181119 95 EA010932
Problem Solving. A Five-Step Model. Keys to Community Involvement Series: 3.
Sayers, Susan
National School Public Relations Association, Arlington, Va., Northwest Regional Educational Lab., Portland, Oreg.
Jan 1978 29p.; For related documents, see EA 010 930-944
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-76-0025
Available from: National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00- $24.00 for set of 15 Keys; discounts available; payment must accompany order)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: JOURNAL ARTICLE (080)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEMAR79
This booklet is for individuals who are interested in learning more about the process of problem-solving. It provides information and sample tools, charts, and suggestions to assist in problem-solving efforts. The first section is about the nature of the problem-solving process. Then the five steps of problem-solving--(1) focusing on the problem, (2) searching for alternatives, (3) planning for action, (4) carrying out the plan, and (5) assessing the results--are discussed in some detail. (Author/MLF)

EJ193908 CS704735
Communicative Competence and the Bargaining of Watergate.
Schuetz, Janice
Western Speech Communication, v42 n2 p105-15 Spr 1978
Reprint: UMI
Language: ENGLISH
Outlines the skills that identify the communicatively competent bargainer and examines and assesses the behavior of Nixon, Haldeman, and Ehrlichman against these standards. Conversations reveal serious weaknesses in their communicative competence and their skills in bargaining and conflict resolution. The result was an escalation rather than a management of the conflict. (JMF)

EJ157058 EA508352
Alleviating Conflict in Teacher-Administrator Intergroup Relations
Sebring, Robert H.
Administrator's Notebook, 25, 5, 1-4 78-1977
Language: ENGLISH
Describes the design of a workshop intended to resolve teacher-administrator conflicts at the building level. (Author/IRT)

EJ173491 EA509406
Teacher-Administrator Conflict: Can It Be Resolved?
Sebring, Robert H.
NASSP Bulletin, 62, 415, 37-41 Feb 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
The redistribution of power brought about by collective bargaining is a major source of conflict between teachers and administrators. This article describes and reviews one school district's workshop conducted to bring these two sides closer together. (Author/DS)

ED165084 CG013133
A Staff Development Project: Enhancing Attainment of Career Center Goals by Determining Staff Needs and Objectives.
Selquist, Jack
12 Dec 1977 44p.; Ed.D. Thesis, Nova University
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN79
This practicum assisted staff in (1) identifying and prioritizing problems and needs in the areas of communication and decision-making; (2) determining objectives relevant to these needs; and (3) developing a plan of action for attaining top priority objectives. After an orientation meeting, each staff member was interviewed in private and asked to respond to the same set of questions. Afterwards, three staff meetings were held, and the nominal group process (NGP) was employed to identify and prioritize staff needs. The NGP resulted in three top-ranked needs: (1) utilizing a number of helpful communication attitudes; (2) using specific communication skills; and (3) revising the procedure for staff evaluation. These needs were transformed into staff objectives, and a plan of action was developed. Staff evaluation of interviews and meetings was positive. Principal recommendations included making use of intrastaff recognition as a means of positive reinforcement, resolving interpersonal problems directly and as soon as possible after they develop, changing over to current evaluation practices successfully used by managers in education and business, and holding follow-up meetings with the Director of the Career Center to discuss staff feedback and to assist in revising the evaluation procedure. (Author)

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EJ209183 CG516785
An Investigation of the Abortion Decision Process.
Snow, Paul C.; And Others
Psychology: A Quarterly Journal of Human Behavior, v16 n2 p11-19 Sum 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
This study indicates that in deciding to have an abortion many women are motivated primarily by personal and pragmatic considerations. The influence of significant others, particularly the sexual partner, seems to be an important source of support in this difficult decision. Women pay a short-term psychological price for this freedom. (Author)

EC102276 SP015244
Scarcity, Conflict, and Equity in Allocating Public Recreation Resources.
Shelby, Bo; Danley, Mark
Aug 1979 27p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Burlington, VT, August 23-26, 1979).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEJUN80
The conflict between the interests of commercial outfitters and private boaters in the use of whitewater rivers is examined. A discussion is presented on the literature on scarcity, allocation, and conflict among groups. These concepts are applied to the allocation of public resources on whitewater rivers. The conflicting interest groups are described, and an evaluation is offered of the current system for allocating use to these groups. (JD)

EJ192880 PS507173
Dialectics of Decision Making in Older Adults.
Sinnott, Jan Dynda; Guttmann, David
Human Development, v21 n3 p190-200 1978
Language: ENGLISH
Explores the extent of dialectical operations within the decision making processes of older adults. (BD)

EJ223198 CG518379
A Life-Span, Life-Space Approach to Career Development.
Super, Donald E.
Journal of Vocational Behavior, v16 n3 p282-96 Jun 1980
Language: English
Document Type: JOURNAL ARTICLE (080)
A career is defined as the roles [illegible]ed by a person during a lifetime. A life-career rainbow is presented to help conceptualize multidimensional careers. Self-actualization role conflicts and role selection are discussed. (Author)

EJ220884 AA531702
Principals Versus Teachers: Where Will We Bury the Victims?
Sweeney, Jim
Clearing House, v53 n7 p309-12 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); RESEARCH REPORT (143)
Preliminary findings of a survey of Georgia school principals indicate a serious lack of confidence in teachers, prophesizing conflict, disharmony, and strife as teachers seek increasing autonomy. We need to alter this adversarial relationship between teachers and administrators and to redefine their decision-making roles. (Author/SJL)

ED138790 CE011075
Newspapers and Adult Understanding of Public Affairs: Two Longitudinal Community Studies.
Tichenor, P. J.; And Others
21 Apr 1977 33p.; Paper presented at the Adult Education Research Conference (Minneapolis, Minnesota, April 21, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEOCT77
Two longitudinal field studies of the process of information dissemination through newspapers were conducted on two different public affairs topics (regional planning and routing of a high voltage power line) in four communities to examine the role of newspapers in increasing levels of conflict and in creating greater levels of awareness and understanding of issues relating to collective concerns within the community. Two principal hypotheses were investigated: (1) That as a community issue develops, adult citizens in the general population tend to get their first information from newspapers (or other mass media) rather than from personal contacts or sources; and (2) that the higher the level of conflict surrounding an issue in a community the higher the level of citizen familiarity and knowledge concerning that issue. Each study involved two phases of interviewing general population samples about a half year apart, with varying levels of newspaper coverage of topics in between. Rural areas with other areas which were more urban and pluralistic were also compared. The studies supported the first hypothesis and were generally supportive of the second. A sequential pattern of media coverage was also identified that may be common in regional issues and therefore relevant to programs of adult education about public affairs. (TA)

EJ199090 AA529480
Cooperation and Conflict between Administrators and Teachers.
Tjosvold, Dean
Journal of Research and Development in Education, v13 n1 p138-48 Fall 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
This article discusses conflicts that arise between teachers and administrators due to the role system of the schools and reviews research on the necessary ingredients for cooperative conflict resolution and collaborative decision making. (SJL)

EJ201798 PS507523
Staff Conflicts over Use of Authority in Residential Settings.
Watkins, Ted R.
Child Welfare, v58 n3 p205-15 Mar 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140); POSITION PAPER (120)

ED154452 CS503099
Not Whether You Win or Lose-It's How You Play the Game Theory.
Weinberg, Sanford B.
Apr 1978 15p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEOCT78
The development of game theory was a response to a need to understand human decision making processes in situations of incomplete or imperfect information. By reducing decision making situations to probability game systems, it is possible to analyze and test various competitive strategies that maximize wins and minimize losses. Although game theory assumes rational situations faced by rational individuals, it is possible to apply it to situations in which available strategies are not used through application of the Augustinian interpretation which states that nonrational lack of information of a foe is simply an additional variable adding to the positive score of the opponent. It can also be applied to situations in which all available strategies are not known, through applying the subjective rationality concept which assumes behavior is rational given the perceptual and evaluational premises of the subject. Therefore, in spite of sharp criticism of its limitations, game theory remains a strong tool in field situations for the analysis, if not the prediction, of decision making processes. (MAI)

EJ183184 EA509943
Coping with Incompatible Expectations: An Integrated View of Role Conflict
Whetten, David A.
Administrative Science Quarterly, 23, 2, 254-71 Jun 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
This study uses an integrated macro and micro organizational behavior perspective to focus on the difficulty that directors of public agencies have satisfying multiple interest groups. (Author)

EJ210951 EA511955
Participation Revisited: Who Decides, When, and How Much?
Wickstrom, Rod A.
Canadian Administrator, v19 n2 p1-4 Nov 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); NON-CLASSROOM MATERIAL (055)
Explores reasons for the conflicts that arise in participative decision making and, based on concepts concerning types of human behavior and group effectiveness, develops guidelines for determining the appropriateness of participation in various types of decisions. (Author/IRT)

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ED197489 EA013315
Pilot Study on Conflict Management. Final Report.
Zeigler, Harmon; And Others
Oregon Univ., Eugene. Center for Educational Policy and Management.
1980 295p.; Some pages may reproduce poorly due to broken print of original document.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC12 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEJUN81
This extensive survey pretest utilized in-depth interviews with school superintendents and city managers in selected cities throughout Oregon and in Los Angeles. The purpose of the pilot study was to explore the similarities and differences in conflict management between the two professions. The study reveals that superintendents and city managers spend a substantial portion of their time managing conflict. The roles of both administrators have become more politicized, although superintendents have historically been more concerned with intraorganizational conflict requiring technical skills. Although the small sample of this pilot study prevents reliable generalizations, in-depth analyses of one representative superintendent and one representative city manager suggest that superintendents are less effective in managing conflict than city managers. Differences in environmental conditions, formal education, inservice training, administrative structure, service delivery potential, and service provision effectiveness all contribute to this situation. A bibliography, interview schedules, and copies of the questionnaires are appended. (Author/MD)

EJ166644 S0505894
Understanding Conflict
Zevin, Jack; Leelach, Johanna K.
Social Studies, 68, 4, 139-43 Jul/Aug 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
The authors present a model to teach about conflict, classification of levels of conflict, interpretation of meanings, evaluation of consequences, and making of inferences about what could happen if everyone practiced cooperation, coalescence, and shared decision making. (Author/AV)

ED191097 CS502989
Applied Communication, Argumentation, and Debate: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1980 (Vol. 40 Nos. 7 through 12).
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
1980 17p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131); SERIAL (022); RESEARCH REPORT (143)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJAN81
This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including: (1) persuasive messages and the hearing impaired; (2) the judicial speeches of Cicero; (3) the rhetoric of employment interviews; (4) doctor/patient communication; (5) black businesswomen's perceptions of their communication with black men; (6) the effects of persuasive communication; (7) computer simulations in conflict resolution; (8) a communication environment for mental health care; (9) job satisfaction and the effects of communication strategies based on operant conditioning on job skills; (10) participative decision making; (11) communication in community planning, faculty development, and religious preaching; (12) international communication in Europe, Africa, and Mexico; (13) argumentativeness and the effects of argument concession; (14) teacher/administrator interaction and conflict resolution; (15) political information seeking; (16) images of postsecondary institutions; and (17) assertiveness of women managers. (AEA)

EJ178550 S0506254
Choosing a Site
Intercom, 88, 30-2 Mar 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
A lesson involving a housing project location game develops students' skills in analysis, decision making, and oral and written communication. (Author/AV)

ED128287 S0009422
George Washington Peace Academy Act, 1978: Hearing before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-Fourth Congress, Second Session on S. 1978.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.
13 May 1976 350p.; Not available in hard copy due to marginal legibility of original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: LEGAL MATERIAL (090)
Journal Announcement: RIEJAN77
Hearings on the bill to establish the Peace Academy are presented. The bill proposes to create an educational institution in the United States to further the understanding of peace among nations. Major objectives of this institution are to consider the dimensions of peaceful resolution of differences among nations, to train students in the process of peaceful resolution of differences, and to inform governmental leaders of peaceful methods of conflict resolution. Statements of senators, experts in international affairs, religious spokesmen, American and foreign educators, professional arbitrators, and peace organization members in favor of the bill are presented. Included in the testimony are descriptions of curriculum design, specific objectives of the academy, structures and policy, and types of careers that graduates might expect. Also presented are treatments of educational priorities, worldwide responsibilities, the need for a U.S. Peace Office, past resistance to the establishment of a Peace Office, and methods of international mediation. A directory which describes peace education programs in America, Canada, and Europe is included. Peace studies resource centers and peace institutes which do some teaching are listed. Abstracts of recent peace research activities and Congressional Budget Office cost estimates are also included. (Author/DB)

ED168072 S0011241
Mediating Social Conflict: A Ford Foundation Report.
Ford Foundation, New York, N.Y.
Oct 1978 33p.; Photographs throughout document may not reproduce clearly
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIEJUN79
Third-party intervention is increasingly recognized as an effective means of settling social, institutional, community, and interpersonal disputes. Traditionally, mediation efforts have been directed toward conflicts involving labor/management relations. Since the 1960s, however, mediation efforts have also been applied to situations involving social disputes, environmental disputes, racial protests, and criminal and civil offense cases. Examples of mediation efforts which have been assisted since 1968 by the Ford Foundation include a racial/public disorder early warning system in Florida; housing disputes in New York, San Francisco, and Cleveland; demands of Puerto Rican activists for a day care center; Indian occupation of parkland in upstate New York; school desegregation in Boston, confrontations at various colleges and universities; and a struggle between black and Puerto Rican communities in New York for control of an antipoverty program. Programs to train people in conflict resolution techniques are sponsored by numerous groups including the American Arbitration Association, the Justice Resource Institute, and better business bureaus. (DB)

ED187938 CE025638
Military Curricula for Vocational & Technical Education. Equal Opportunity and Treatment Classroom Course 17-9.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
30 May 1978 735p.; Parts of this document will not reproduce well due to broken type. For a related document see CE 025 639.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
EDRS Price - MF04/PC30 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)
Geographic Source: U.S.; Ohio
Journal Announcement: RIENOV80
These instructor lesson plans and teaching guides and student study guides for a secondary-postsecondary-level course for equal opportunity and treatment personnel are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 134-hour public service course is to provide basic skills and technical knowledge to work effectively in entry-level positions. The course contains two blocks of instruction--Introduction to Social Actions and Problem Recognition. Section 1 covers Personal Growth and Professional Development (30 hours), Personality Theory (12 hours), Psychology of Prejudice (8 hours), and Cross-Cultural Differences and Difficulties (28 hours). Section 2 covers Group Management (14 hours), Values Clarification (5 hours), Support Systems (3 hours), Interviewing Techniques (23 hours), Problem Solving/Decision-Making Process (12 hours), and Conflict Management (11 hours). Lesson plans outline objectives, suggested aids, and instructional guidance. The teaching guides contain topic outlines for class presentation along with behavioral objectives, assignments, and group exercises. Contents of the study guides include text materials with some exercises. (YLB)

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ED199091 SO011064
New Approaches to Conflict Resolution.
Ford Foundation, New York, N.Y.
May 1979 80p.
Available from: Ford Foundation, 320 East 43rd Street, New York, New York 10017 (free)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIEJAN79
This paper addresses the future role of the Ford Foundation in helping to improve society's capacity to resolve conflicts. Part I discusses the problem. In recent years America has had many sorts of conflicts and disputes. Examples are racial equality, energy allocation, environmental protection, consumer rights, and equal educational opportunity. Conflicts over these matters arise among interest groups, between interest groups and government, between levels of government, and between individuals. These conflicts are often very difficult to resolve because of the growing complexity, technological sophistication, and interdependence of society's problems. Part II examines current responses to the problem. The judicial process, the process used by administrative agencies, alternative third party intervention, and systematic reform are discussed. In part III promising alternatives are presented. These include strengthening the capacity of existing courts and agencies and alternatives outside the formal system such as arbitration, conciliation, and private initiatives. The publication concludes with a description in part IV of a Ford Foundation program to resolve conflicts. It is a systematic approach that expands our understanding of the larger issues in conflict resolution and takes account of the lines between problems in different segments of the adjudicative and administrative processes. (Author/RM)

EJ228450 SE527583
The Dilemma: A Tool for Humane Education.
Humane Education, v4 n2 p7-10 Jun 1980
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Presents a dilemma situation with a real conflict for the central characters, two conflicting values or moral issues, and is intended to generate disagreement among students about the appropriate action to be taken. A teacher's guide is included. (Author/SA)

EJ237828 TM505715
The Evaluator as an Agent of Change.
New Directions for Program Evaluation, n7 p1-9 1980
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Bertram S. Brown, former director of the National Institute of Mental Health, discusses conflicts between scientific and value dimensions of evaluation. He relates this conflict to: usefulness of mental health program evaluations; conduct of internal evaluations; release of findings; training; rating of reports; and planned change consultation. (CP)

EJ198893 SO507074
Waging Peace: A Global Paper on Resolving Conflict.
Social Education, v43 n4 p281-90 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Presents background information on creative and destructive conflict between and among nations, treaty negotiations, political decision making, environmental conflicts, and research and training in conflict resolution. Suggestions for individual and group involvement are presented. (DB)

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Section Three

Human Relations

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ED151252 SO010682
Towards Peace Education: Abstracts on Some Reports related to Conflict Resolution and Peace Education. Pedagogisk Dokumentation, No. 58, 1977.
Bjerstedt, Ake, Comp.; Gustafsson, Evy, Comp.
School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.
1977 92p.
Report No.: 58
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEJUL78
The document identifies and describes 90 sources of information on conflict resolution and peace education. All the sources are ERIC documents which were published during the period 1966-1976. For each entry, the following information is provided: author, title, source, date, pages, ERIC ED number, microfiche and/or hard copy availability, abstract, and "keywords" (descriptors). The entries span all educational levels, ranging from human awareness activities for kindergarteners to conference presentations about research on public attitudes and mass media. For elementary and secondary levels, the citations include descriptions of social studies programs in peace and global awareness, conflict resolution activities, multimedia resource guides, guidance suggestions for career development in peace studies, and a discussion of individuals' military responsibilities to their country. In the area of higher education, the citations include descriptions of college courses and formal programs in peace studies, guides to the structure and activities of international peace organizations, and reviews of research on attitudes and behavior related to peace and war, cooperation and aggression. (AV)

ED194947 CS503150
Interpersonal Conflict: Relational Strategies and Intimacy.
Cupach, William R.
Nov 1980 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIEAPR81
Relational intimacy was studied for its influence on choice of interpersonal conflict strategies. Data were collected from 143 speech communication students who were randomly distributed among three groups representing different levels of intimacy (stranger, acquaintance, intimate) and were asked to imagine serious conflict with a person of the corresponding intimacy level. The subjects indicated their likelihood of engaging in 42 different behaviors during an interpersonal conflict. Factor analysis revealed three general conflict strategies: destructive, constructive, and avoidance. ANOVA results showed that acquaintances were significantly more likely than strangers to utilize constructive strategies, and intimates were significantly more likely than acquaintances to use such strategies. Intimacy level accounted for 17% of the variance in the use of constructive strategies. A main effect was not found for the other two factors. In general, the results suggested moderate support for the hypothesis that greater levels of intimacy are exemplified by greater use of constructive conflict strategies. (Author/RL)

EJ144723 EA507514
Handling Grievances
Gardner, John C
American School and University, 49, 1, 8-12 Sep 1976
Language: ENGLISH
The preventive maintenance of human relations is often giving an employee a chance to air his grievance. (Author/MLF)

EJ226982 AA531680
Resolved: Kids' Conflicts.
Goodhart, Ray
Teacher, v97 n6 p50-52 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Presented is a five-step approach to help children settle their own arguments, fights, and disagreements, making these children more responsible for their own actions and better prepared to handle conflicts in positive ways. (Author/MC)

ED122321 CS501352
Teaching Conflict Resolution Simulations.
Hare, Mark A.
1976 10p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, March 1976)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIESEP76
The use of simulation in teaching conflict can be an effective way to promote student involvement. The role of the classroom teacher is to deal with actual student conflict while facilitating the development of communication skills which will aid in the resolution of conflict. This paper suggests one classroom model which utilizes a combination of instruments, exercises, and simulations in a three stage approach to the study of conflict. The first phase involves developing student awareness of various conflict management styles, the second involves building trust in the group, and the third phase simulates conflict. (Author)

ED186991 CS502905
Organizing and Implementing a Conflict Resolution Workshop for K-12 Teachers.
Myers, Virginia
Nov 1979 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Texas
Journal Announcement: RIEOCT80
An approach to organizing and implementing a conflict resolution workshop for elementary and secondary teachers, developed for use in the Lubbock, Texas public schools, is presented in this paper. Before describing the approach, the paper cites the need for training teachers in human relations and conflict resolution, outlines a step-by-step process for the speech communication teacher to use when functioning as an inservice consultant, and suggests guidelines for conflict resolution. It then tells how a court integration order generated concerns about possible conflicts in newly integrated classrooms in Lubbock, describes procedures followed by a staff development committee in determining needs and exploring staff development approaches to facilitate implementation of the integration order, and reports the committee's recommendation that a human relations or conflict resolution training program be provided for teachers. Finally, the paper describes the two and one-half day workshop that was developed, noting that its objectives were to train building teams in basic communication, conflict resolution, and problem solving. It discusses the workshop planning process, describes the activities held during the workshop, and notes the successful outcome. Evaluation questions distributed to participants are included. (GT)

ED123885 CS501389
Communication, Systems, and Conflict.
Ruben, Brent D.
1976 31p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, March 1976)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEOCT76
Both popular and academic perceptions of conflict have been historically negative. Conflict, however, or the discrepancy between the demands of the environment and the demands of a living system, is common to individuals, groups, organizations and societies, and is part of the communication process by which living things interact with their environment. Assessments of the nature of conflict are subject to the variation in evaluative criteria selected and the time frame considered. By definition, however, conflict is functional and necessary to the adaptation of life. The communications system perspective can provide an alternative unit of analysis, "system+ environment," which attempts to synthesize a cross-contextual, cross-level, communication-conflict paradigm and has implications for interactions from the international to the personal level. (KS)

EJ171583 EA509388
Marginality, Role Conflict, and Status Inconsistency as Forms of Stressful Interaction
Starr, Paul D.
Human Relations, 30, 10, 949-61 Oct 1977
Language: ENGLISH
Examines the common assumptions employed by differing theoretical approaches to the process by which individuals whose attributes in some way conflict with the expectations of others consequently experience stressful interaction and attempt to cope with it. (Author/MLF)

EJ137586 CG510087
Evaluation of the Chief Administrator: A Philosophical-Qualitative First Step
Wallenfeldt, E. C.
NASPA, 13, 3, 5-11 Win 1976
Language: ENGLISH
The author discusses the criteria on which the functioning of student affairs officers should be evaluated and the difficulties they face due to their dual services to students and administrators. He mentions the values which should guide their work and the criteria for evaluation of their work. (SE)

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ED171687 SP014324
Confrontation (A Human Relations Training Unit and Simulation Game for Teacher and Administrators in a Multi-Ethnic Elementary and High School). Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Oct 1977 8p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-78-0091
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT79
The inservice teacher and administrator education program described here is intended to make teachers aware of the problems they may encounter in a multicultural, multiethnic school setting. The inservice topic is human relations, with the subject of Black/white confrontation the main focus. This descriptive report provides additional information on the purposes and content of the program as well as activities and ressources involved. A critique, history of development, and ordering information are also included. (DS)

ED162143 CE018568
Methods and Materials for Teaching Occupational Survival Skills. Coping with Conflict.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
1978 47p.; For related documents see CE 018 556-569
Sponsoring Agency: Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Available from: Curriculum Publications Clearinghouse, Western Illinois University, 46 Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEAPR79
This occupational skills instructional module on coping with conflict is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into six sessions: (1) what is conflict, (2) conflicts involving personal needs and goals, (3) unfair rules and avoiding responsibility, (4) conflicts resulting from prejudice, (5) conflict over job duties, and (6) preventing conflicts on the job. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., working as a team member, working under pressure); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 558 describes the twelve modules and their development. (JH)

ED162133 CE018558
Methods and Materials for Teaching Occupational Survival Skills. Introduction.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
1978 22p.; For related documents see CE 018 557-569
Sponsoring Agency: Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Available from: Curriculum Publications Clearinghouse, Western Illinois University, 46 Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEAPR79
Twelve instructional modules, concerned with the human aspects of working in organizations, have been designed for utilization at various educational levels ranging from high school to adult and continuing education and in both academic and vocational programs. The modular titles are the following: (1) working in organizations, (2) motivation for work, (3) understanding self, (4) interpersonal relations, (5) effective communications, (6) using creativity at work, (7) problem solving, (8) authority and responsibility, (9) leadership, (10) coping with conflict, (11) coping with change, and (12) adopting and planning for the future. Each module is organized into five or more sessions and each session is arranged according to the following components: topic; objective; skills emphasized; importance of session topic; materials and equipment needed (copies of student worksheets and handouts and transparency masters are included); activity description; and follow-up. Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude each module. A sixteen-item multiple choice test was designed for each module (available in document CE 018 569). In developing the modules research was conducted on competencies that workers need in order to maintain an occupation, and the modules were field tested in several settings. (The modules are CE 018 557-568.) (JH)

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Section Four

Interpersonal Relationships

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EJ270848 CG523373
Intimacy and Disputing Styles within Kin and Nonkin Relationships.
Alford, Richard D.
Journal of Family Issues, v3 n3 p361-74 Sep 1982
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Explores the relationship between intimacy, conflict and disputing styles in familial and nonfamilial relationships. Results supported the hypothesis that disputing styles tend to be more extreme in more intimate relationships. Intimacy differences do not account for a great deal of the variation in disputing styles. (JAC)

EJ144295 CG510829
Identity and Stability Within the Marriage Relationship
Askham, Janet
Journal of Marriage and the Family, 38, 3, 535-548 Aug 1976
Language ENGLISH
It is suggested that it is often in intimate relationships that people seek to develop and maintain both a sense of personal identity and a sense of stability. By outlining some of the major conditions required for the carrying out of these two activities it is shown that they are in potential conflict (Author)

EJ261133 CG522326
Marital Conflict Resolution: A Study of Strategies and Outcomes.
Bell, David C.; And Others
Journal of Family Issues, v3 n1 p111-32 Mar 1982
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Interviewed married couples (N=30) concerning strategies each spouse used to resolve conflicts. Findings show that husbands win most conflicts regardless of the strategies they or their wives employ. Suggests general background factors of the marriage shape outcomes but the process by which they are translated into outcomes is unclear. (Author)

ED219875 CG016098
Role Play: A Conflict Resolution Tool for the School Counselor.
Bogal-Allbritten, Rosemarie; Lovins, Julie M.
Mar 1982 18p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140); CONFERENCE PAPER (150)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEJAN83
This paper addresses the use of one technique, role play, in the resolution of conflictual situations at various levels in the school system. While a variety of options for dealing with conflict are discussed, primary emphasis is given to that method which resolves the conflict and leaves the relationship intact. The method of role play and its use as a potential tool for conflict resolution are discussed along with a definition of role play, i.e., a technique through which an individual or a group simulates a real life situation. The conditions necessary for favorable role play are enumerated and the steps of a role play are described, including: (1) defining the problem situation; (2) detailing the problem situation; (3) making observer assignments; (4) performing the role play; and (5) discussing the role play. The limitations of role play as a creative tool for conflict resolution are also cited (e.g. age, individuals who are highly dogmatic, cannot tolerate challenges to their authority, or have severe emotional problems). An application of role play in an actual school setting is also provided. (JAC)

EJ148108 EA507805
Social Judgment Theory and the Analysis of Interpersonal Conflict
Brehmer, Berndt
Psychological Bulletin, 83, 6, 985-1003 Nov 1976
Language ENGLISH
Describes a general conceptual framework for the study of cognitive conflicts, an experimental paradigm for the analysis of such conflicts, and reviews the results of a series of experiments conducted with the paradigm. Available from American Psychological Association, Inc., 1200 Seventeenth Street, N.W., Washington, D.C. 20036, single copy $6.00. (Author/MLF)

ED225221 CS504098
Furthering Adjustment: An Application of Inoculation Theory in an Intercultural Context.
Briggs, Nancy E.; Harwood, Glenn R.
Feb 1983 10p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Albuquerque, NM, February 18-22, 1983).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN83
A significant need exists for new and expanded training programs for people who must interact with different cultures. When people experience a new cultural environment, they are likely to experience conflict between their own cultural predispositions and the values, beliefs, and opinions of the host culture. A training program, the Cultural Communication Capsule, can aid in cross-cultural adaptation by improving interpersonal and social communication skills. Employing the metaphor of inoculation, the capsule is intended to immunize and inoculate against the erosion of self-image and self-confidence that results when people who do not understand a host culture's norms feel that their own cultural norms under attack. The program consists of discussion questions to stimulate new value orientation and uses exercises and simulation games organized around 10 elements: (1) linguistic variables, (2) identity and status, (3) historical and political climates, (4) social values and structures, (5) economic trends, (6) technological language vocabularies, (7) nonverbal communication, (8) family/friends, (9) employment skills, and (10) company policy. The questions relate to cultural norms that underlie communication on-the-job specifically and the new cultural environment in general. (Sample questions for each of the 10 elements are provided.) (HOD)

EJ248307 CG520975
Conflict and Special Service Teams: Perspectives and Suggestions for School Psychologists.
Butler, Angela S.; Maher, Charles A.
Journal of School Psychology, v19 n1 p62-70 Spr 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Discusses intrapersonal and interpersonal conflict from social psychological, cognitive-behavioral, organizational, and family systems perspectives. Consideration of these perspectives provides a framework that enables school psychologists to understand how conflict can be manifested in special service teams in public schools and how diverse factors can create conflict within the teams. (Author)

ED169421 CG013351
Leadership Style and Communication Process: An Experiment Using the Psychological Isotope Technique.
Cheemers, Martin M.; And Others
1978 22p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.
Journal Announcement: RIESEP79
The "psychological isotope" technique was used to study the effect of leadership style on group process and productivity, by planting identifiable units of information with specific group members. Data indicated that the movement of these traceable bits provides data on the flow of information in the group, the relative influence and impact of specific group members, and the sources of conflict. Strong and reliable results identified the effects of leadership style on group process and the positive and negative effects of interpersonal conflict. (Author)

EJ177295 CG513971
Husbands' Work Involvement and Marital Role Performance
Clark, Robert A.; And Others
Journal of Marriage and the Family, 40, 1, 9-20 Feb 1978
Reprint Available (See p. vii) UMI
Language ENGLISH
Multivariate analysis of survey data from 390 Seattle couples reveals that husbands' work time did not significantly decrease their participation in the housekeeper and therapeutic roles, nor their competence in the housekeeper, therapeutic, sexual, and recreation roles. (Author)

EJ229589 HE512757
Something Personal about It.
Cleary, Robert E.
AGB Reports, v22 n2 p39-42 Mar-Apr 1980
Reprint UMI
Language: English
Document Type: JOURNAL ARTICLE (080), RESEARCH REPORT (143)
A survey of board chairmen and presidents is discussed and it was discovered that how well chairman and president work together depends less on any characteristic of the institution than on the personal factor, the degree of trust and respect the two feel for each other. (Author/MLW)

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ED217810 CS503870
Communication Satisfaction and Interpersonal Solidarity as Outcomes of Conflict Message Strategy Use.
Cupach, William R.
May 1982 38p.; Paper presented at the Annual Meeting of the International Communication Association (32nd, Boston, MA, May 2-5, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Illinois
Journal Announcement: RIENOV82
A study investigated the relationships between conflict message strategy utilization and the criterion variables of communication satisfaction and interpersonal solidarity in situations of interpersonal conflict. Subjects were 114 college students and their "willing" conversational partners. Each subject completed a questionnaire concerning a conflict he or she had had with the conversational partner, an interpersonal conflict tactics and strategies scale, an interpersonal communication satisfaction inventory, and an interpersonal solidarity scale. Analysis of the data revealed that the use of constructive message strategies in interpersonal conflict tended to produce positive affective outcomes--specifically, interpersonal communication satisfaction and interpersonal solidarity. By the same token, the use of destructive or avoidance conflict message strategies was significantly less likely to yield satisfaction and solidarity, and might even have inhibited such outcomes. (FL)

ED194947 CS503150
Interpersonal Conflict: Relational Strategies and Intimacy.
Cupach, William R.
Nov 1980 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIEAPR81
Relational intimacy was studied for its influence on choice of interpersonal conflict strategies. Data were collected from 143 speech communication students who were randomly distributed among three groups representing different levels of intimacy (stranger, acquaintance, intimate) and were asked to imagine serious conflict with a person of the corresponding intimacy level. The subjects indicated their likelihood of engaging in 42 different behaviors during an interpersonal conflict. Factor analysis revealed three general conflict strategies: destructive, constructive, and avoidance. ANOVA results showed that acquaintances were significantly more likely than strangers to utilize constructive strategies, and intimates were significantly more likely than acquaintances to use such strategies. Intimacy level accounted for 17% of the variance in the use of constructive strategies. A main effect was not found for the other two factors. In general, the results suggested moderate support for the hypothesis that greater levels of intimacy are exemplified by greater use of constructive conflict strategies. (Author/RL)

EJ178819 CG514128
A Study of Perceptions of Rights and Needs in Interpersonal Conflicts in Homosexual Relationships
De Cecco, John P.; Shively, Michael G.
Journal of Homosexuality, 3, 3, 205-15 Spr 1978
Language: ENGLISH
Examines issues of rights and needs in interpersonal conflicts of couples of the same biological sex and sexual orientation. The right most frequently perceived as an issue was participation in decision making. The need most frequently perceived as an issue was power. Almost no conflicts were resolved through negotiation. (Author)

EJ188470 CG514827
A Premarital Contract: Blueprint for Dissension or Key to Conflict Resolution?
Derdeyn, Andre P.
Journal of Divorce, 1, 4, 303-13 Sum 1978
Language: English
Marriage contracts are being increasingly accepted by courts, and an informal process of contracting as a mode of clarifying expectations of marriage and partners is advocated by lawyers and marital therapists. Premarital consultation regarding legal and emotional issues could be an area of constructive collaboration for mental health and legal professions. (Author)

ED194824 CG014785
Sequential Patterns of Behavior Control in Marital Interaction.
Douglas, Mary Ann
1980 40p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (52nd, St. Louis, MO, May 1-3, 1980).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Indiana
Journal Announcement: RIEAPR81
Interpersonal interaction in intimate relationships must be viewed as a function of the context within which it occurs. A contextual model of interaction was studied along the dimensions of conflict and intimacy. Subjects were married couples, who individually discussed conflict and nonconflict issues of high-level or low-level intimacy. Patterns of sequential interaction were analyzed as a function of the contextual dimension in which they occurred. Data analysis revealed several patterns of sequential interaction that were functionally related to various contextual configurations. Contextual analysis of interaction could be expanded to include not only perceptual, attributional, and environmental antecedents of behavior, but also previous behavior within the interactional stream; specific behavior could be considered a context for further behavior. Treatment of dysfunctional marital or family relationships based on a contextual model could target intervention toward specific behavioral changes, rather than toward global improvements in the relationship. (Author/CS)

EJ217312 CG517491
Preventive Intervention to Reduce Conflicts among Students.
Dragoon, Marion; Klein, Robert
School Counselor, v27 n2 p98-103 Nov 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Describes an intervention program at the Herbert H. Lehman High School in Bronx, New York. A conflicts class was introduced to reduce violence and tensions among students. Trust and openness increased, and fear of the loss of control was allayed through counseling, interpersonal relationships and activities, and video tape feedback. (BEF)

EJ184782 EA510146
Reconciling "Incompatible" Positions
Eisman, Jeffrey M
Journal of Applied Behavioral Science, 14, 2, 133-50 Apr-May-Jun 1978
Language: ENGLISH
The paper sets forth criteria for determining when a conflict is genuinely resolved, explains the values underlying integrative framework construction, outlines the theory on which it is based, describes some of the operational principles that accomplish it, and furnishes some illustrative applications. Available from: Journal of Applied Behavioral Science, NTL Institute for Applied Behavioral Science, P.O. Box 9155, Rosslyn Station, Arlington, Virginia 22209; Single copy $4.75. (Author)

ED168003 CS204644
A Skills Approach to Negotiating Conflict in Relationships.
Evans, Ann Marie
Nov 1978 19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, Missouri, November 23-25, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; Kansas
Journal Announcement: RIEAUG79
Conflict almost necessarily results from change on the part of one or both participants in a relationship. Four levels at which interaction may lead to conflict are disagreement, misunderstanding, feeling misunderstood, and failure of realization of understanding. Conflict may take place when the issue is directly salient to one partner but only indirectly salient to the other, when both parties are directly involved but the situation is external to the relationship, and when the relationship itself is at issue. Two modes of expression properly used can help conflict be negotiated: the expressor mode, expressing what one is feeling or thinking about an issue, and the empathic mode, allowing the other person to do the same. In the expressor mode, people should own their own perceptions, identify their feelings, state positive aspects of the situation, describe the situation in behavioral terms, and describe desired behavior. Skills needed in the empathic mode include not asking questions, not presenting a person's own perceptions, not interpreting, not making suggestions, and not making judgments. A person may be a facilitator by teaching the skills of the two modes to others after being trained. (TJ)

EJ168848 TM502832
Between Stranger and Friend: Some Consequences of "Long Term" Fieldwork in Schools
Everhart, Robert B.
American Educational Research Journal, 14, 1, 1-15 Win 1977
Reprint Available (See p. vii) UMI
Language: ENGLISH
Some major consequences of doing fieldwork in schools over an extended period of time are described. Using Powdermaker's distinction of "stranger and friend," the balance between these two roles and perspectives in terms of role, reciprocity, and receptivity is traced through a description of the author's two year study of student life in a junior high school. (Author/MV)

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ED130366 CS501537
The Effects of Self-Disclosing Communication and Attitude Similarity on the Reduction of Interpersonal Conflict.
Fahs, Michael Lee
1976 33p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, November 1976)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEMAR77
The effects of self-disclosure and attitude similarity on the reduction of interpersonal conflict in a modification of the Prisoner's Dilemma Game were investigated in an experimental study of the behavior of 60 undergraduate students. Results supported hypotheses that self-disclosure and attitude similarity would elicit more conflict-reducing behavior than would nondisclosure or attitude dissimilarity. The effects of self-disclosure were much greater than those of attitude similarity, however, and a predicted interaction between these two factors was not found. (AA)

EJ277993 EA516193
Common Sense Strategies for Managing Conflicts.
Fairman, Marvin; Clark, Elizabeth A.
NASSP Bulletin, v67 n461 p93-102 Mar 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); POSITION PAPER (120)
Describes the application by principals of situational leadership concepts to reduce conflict among groups participating in decision making. Factors covered include maturity levels of participants, flexibility of leadership style, and possible variations in conflict management strategies appropriate to different maturity levels of participants. (PGD)

EJ259069 CG522095
Multifunctional Coding of Conflict Resolution Strategies in Marital Dyads.
Fitzpatrick, Mary Anne; And Others
Family Relations, v31 n1 p61-70 Jan 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Outlines conceptual distinction among avoidance, cooperation, and competitive conflict resolution strategies used by marital partners. Couples (N=43) were audiotaped as they discussed previous disagreements. Found the temporal aspects of speech, including turn-taking and interruptions, need to be considered in the study of couples' conflict resolution. (Author)

ED156799 UD018445
Confrontation Avoidance in Island Cultures: Some Observations in Guam and Micronesia.
Ford, C. Christopher; Carey, Edwin
Feb 1978 18p.; Paper presented at the Annual Meeting of the Society for Intercultural Education Training and Research (4th, Phoenix, Arizona, February, 1978); The Questionnaire may not reproduce well due to marginal legibility of the original document
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV78
The avoidance of interpersonal confrontations is a behavioral pattern which seems to be common to small homogeneous island cultures. At the University of Guam, a quasi-experimental study was designed to investigate this confrontation avoidance phenomenon in Guam and Micronesia. This paper presents a description of that study and a discussion of the social context of confrontation avoidance strategies. The questionnaire which was administered to participants in the study is also included. It consists of a series of situations describing events and conditions which could occur in different parts of Micronesia. Participants were asked to select alternative solutions to the situations--some entailing confrontation and others avoiding it--and to comment upon their selection. The questionnaire results are reviewed briefly in the paper. (Author/GC)

ED154284 CG012435
The Inventory of Pre-Marital Conflict: Clinical and Educational Applications.
Fournier, David G.; And Others
1977 33p.; Best Copy Available
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: TEST, QUESTIONNAIRE (160)
Journal Announcement: RIEOCT78
The Inventory of Pre-Marital Conflict (IPMC) is a systematic procedure for the diagnosis and assessment of pre-marital conflict and related issues. The self-report component of the IPMC involves a series of 18 hypothetical conflict situations. The individual responds to each of these by evaluating who is primarily responsible for the problem, and by choosing the most desirable solution. This instrument provides the degree of actual conflict, perceived conflict, empathy level, accuracy of predicting the partner's responses, and types of authority for both individuals and couples. In addition, group norms are provided for comparative purposes. Items found to be particularly relevant for the couple are selected for the tape recorded interaction task in which the couple re-evaluates each problem situation and decides upon a joint solution. From this task, indicators of communication styles, problem-solving, decision-making, and conflict resolution skills and win scores can be obtained. Information obtained from the IPMC can be used to focus couple discussion, to aid in the formulation of treatment objectives in pre-marital counseling, and to evaluate the effectiveness of the counseling or educational programs. (Author)

EJ173488 EA509403
Managing Conflict in Educational Settings
Frey, Diane; Young, Joseph A
NASSP Bulletin, 62, 418, 18-21 Feb 1978
Reprint Available (See p. viii): UMI
Language: ENGLISH
The conflict management process outlined here calls for strength development, trust building, accurate message sending and receiving, reality testing, goal setting, alternatives generation and selection, and planning for implementation. It may be used by administrators, teachers, and students. (DS)

EJ200860 CG516186
Intimacy Is Sharing Hurt Feelings: A Comparison of Three Conflict Resolution Models.
Frey, Joseph, And Others
Journal of Marital and Family Therapy, v5 n2 p35-41 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
To investigate the validity of three methods of dealing with anger--calm, rational discussion, "fair fighting," and sharing of hurt and of fear of hurt--two studies were performed. Results suggest that intimacy may be found in sharing of hurt feelings. (Author)

EJ267887 CE512398
Managing People Conflicts.
Gason, Julia
Journal of Extension, v20 p27-31 Sep-Oct 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Outlines an eight-step confrontation technique designed to aid the resolution of conflict. (SK)

EJ158323 AA525083
Keeping the Fight Out of Title IX: Some Conflict Management Methods
Goddard, Nettye
Thrust for Education Leadership, 8, 1, 15-8 Oct 1978
Language: ENGLISH
Presents a number of conflict resolution skills and strategies which can be effective in handling the conflicts arising from the predictable differences--indeed hostilities--associated with Title IX. (Author/RK)

ED180970 SP015245
The Effect of Recreation Goals on Conflict Perception: The Case of Water Skiers and Fishermen.
Graefen, James H.; Burdge, Rabel J.
Illinois Univ., Urbana. Inst. for Environmental Studies.
1979 25p.; Prepared in collaboration with the Department of Leisure Studies
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEMAY80
Variations in psychological goals for recreation participation are explored, both between and within activity categories, and related to differences in conflict perception. Support for a "goal interference" model of conflict is found. According to this model, when recreation goals are incompatible, behaviors arising out of one set of goals will interfere with the achievement of goals in the other set, resulting in perceptions of conflict. Implications of this model for recreation zoning practices and the development of leisure theory are discussed. (Author)

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EJ229885 CG519218
Spouse Differences in Communication Style: Preference, Perception, Behavior.
Hawkins, James L ; And Others
Journal of Marriage and the Family, v42 n3 p585-93 Aug 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
The potential for considerable marital dissatisfaction among wives is clearly present. Wives want less controlling behavior from their husbands than the husbands prefer to engage in. They want to move closer to their husbands and want their husbands to share more intimately with them. (Author)

EJ160166 CG512369
Problems of Professional Couples: A Content Analysis
Heckman, Norma A ; And Others
Journal of Marriage and the Family, 39, 2, 323-330 May 1977
Language: ENGLISH
Responses by 200 psychologist couples asking them to delineate problem areas were content analyzed. The larger number of problems cited by subjects were due to the fact that women were willing to place their careers secondary to needs of their families and needs of their husband's careers. (Author)

EJ272313 CG523553
The Emerging Dual-Career Life-Style: Are Your Students Prepared for It?
Hester, Susan B.; Dickerson, Kitty G.
Journal of College Student Personnel, v23 n6 p514-19 Nov 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); BIBLIOGRAPHY (131)
Examines the life-style of the dual-career couple and literature that will be useful to counselors working with students preparing to combine family roles and career roles. Discusses socialization and role expectations, work role conflicts, and family role conflicts. Provides practical suggestions for counseling professionals. (Author/RC)

ED155553 CG012615
On-Site Consultation: Evolution and Resolution of Role Definition and Conflict.
Hollinger, Constance L.
Mar 1978 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, CANADA, March, 1978)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIENOV78
This paper discusses the role of the on-site consultant in a teacher-initiated change program in Cleveland's elementary schools. A local university offered 15 hours of on-site course work at each school, and the counselor was to serve as a non-directive resource person who would facilitate the process of translating course content into classroom application and respond to teacher requests for assistance. To some extent, the definition of the consultant's role was modified by the developmental transition from stranger to friend, from university consultant to fellow staff member. It soon became apparent that the optimal balance between the roles of stranger and friend, as well as the actual definition of the consultant's role, varied as a function of context, issues, and the individuals with whom the consultant was interacting. The paper explores further the parallels between on-site consultation and individualized instruction in which the consultant and school personnel became collaborators in the learning process. The variety of roles assumed by the consultant are elaborated in support of the paper's basic premise that definition of the consultant's role was a dynamic on-going process. (Author)

ED184020 CG014250
Saying Good-by: An Example of Using a Good-by Technique and Concomitant Psychodrama in the Resolving of Family Grief.
Kaminski, Robert C.
,1979 27p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140)
Geographic Source: U.S ; New York
Journal Announcement: RIEAUG80
A structured technique for saying "good-bye," or terminating a relationship, an important aspect of the therapeutic relationship, is presented. It consists of three distinct phases that are all dynamically interrelated, and can also be structured into separation caused by death. The technique is described in terms of three specific areas on which the patient is asked to elaborate: (1) what she/he has learned or remembers about the other person in the relationship; (2) a statement to the other person as to whether or not she/he will be missed; and (3) the actual saying of good-bye to each other. This technique has been implemented within a family coping with the suicide death of a husband/father, and utilizes the modality of a psychodrama to complete the grief therapy. The text of the three-phase psychodrama (warm-up, action, and post discussion) is included. (Author/HLM)

ED226257 CG016449
Daily Hassles as Mediators of Employment/Gender Differences in Adaptational Outcomes.
Kanner, Allen D.
Aug 1982 9p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982). Best copy available.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEJUL83
Previous research has shown that employed men are generally healthier than employed women, due in part to the dual role of women as workers and homemakers. To examine this explanation, the impact of four types of daily hassles (minor stressful events) was compared on two adaptational outcomes, psychological symptoms and health, for working men and women. As part of a larger study, the daily hassles of 89 employed adults were assessed for 9 months. Non-overlapping subscales of the Hassles Scale were generated, i.e., practical, family, economic, and work. Quite different patterns emerged for men and women. Employed women were more affected by practical and family hassles, but less vulnerable to economic and work hassles than men, even though men and women reported the same number of family, economic, and work hassles. Results highlight the value of assessing different kinds of daily hassles in the study of stress. The Hassles and Uplifts Subscales for the four areas studied are included. (JAC)

EJ191497 SP507527
Interpersonal Communication Skills.
Karmos, Joseph S.; Karmos, Ann H.
Journal of Teacher Education, v29 n5 p42-44 Sep-Oct 1978
Reprint: UMI
Language: ENGLISH
Needs of teachers and students occasionally conflict. The problem can be solved if the teacher is able to communicate his or her needs, respect students' needs and rights, and show confidence in their ability to be highly adaptable problem solvers. (JD)

ED221822 CG016280
Unplanned Pregnancy: A Dilemma for College Students.
Kaufman, Susan P.
Apr 1982 20p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEMAR83
One of the major decisions college men and women face involves sexual behavior. A large proportion of students often choose to engage in premarital sexual activity and although birth control is usually available, unplanned pregnancy is still a threat. Couples (N=295) participated in a study to examine decision-making by unmarried undergraduate couples as they resolved the simulated dilemma of an unplanned pregnancy. The similarity among choices for pregnancy resolution and ratings of considerations were the most striking finding. Among both male and female students, abortion was most commonly selected, followed by marriage, single parenthood, and adoption. Students viewed their interpersonal relationship as having the strongest impact on decision making. Among couples who initially disagreed, discussion with the partner seemed helpful in facilitating agreement. The findings suggest that simulated decision making may be a useful counseling technique. (Author/JAC)

EJ241879 CE510840
Making Professionals into 'Persons': Discrepancies in Traditional and Humanistic Expectations of Professional Identity.
Kleinman, Sherryl
Sociology of Work and Occupations, v8 n1 p81-87 Feb 1981
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
A participant observation and interview study of ministry students revealed that these students received discrepant expectations for the professional identity from their faculty (the humanistic role) and from clients and other community members (the traditional role). (Author/SK)

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ED168081 CS502425
Tolerance for Disagreement: Interpersonal Conflict Reconceptualized.
Knutson, Patricia Kearney; And Others
Feb 1979 22p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, California, February 16-21, 1979)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.
Journal Announcement: RIEAUG79
Based on the idea that tolerance for disagreement is not other-directed but rather reflects a personality trait maintained by individuals across time and situation, a study was undertaken to develop a measure of tolerance for disagreement that would help further the conflict conceptualization by being able to predict negative affective interactions with procedural or substantive disagreement. To assess individual tolerance levels for disagreement, a Likert-type scale was developed and administered to 384 educators. Initially, 35 statements were used, representing both approach and avoidance of argumentative situations specific to interpersonal and group discussion contexts. Items were worded both positively and negatively. The subjects were asked to indicate the extent of their agreement with each item as it applied to them in their own communication contexts. Analysis of the data resulted in a 20-item scale that reflected face validity as well as sufficiently high reliability consistent with the conceptualization of the unidimensional nature of the tolerance for disagreement construct. The findings suggest that, while individual tolerance levels of disagreement varied, the impact of such levels on conflict situations requires empirical investigation. (FL)

EJ267886 CE512397
Disagreement Is Okay.
Kraten, Steve
Journal of Extension, v20 p22-26 Sep-Oct 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Dissent is an integral part of human relations, one that can stimulate creative problem solving. Four major strategies for dealing with dissent are power, compromise, consensus, and synergy. (SK)

EJ248223 CG520891
Nonverbal Communication of Couples in Conflict.
Lochman, John E.; Allen, George
Journal of Research in Personality, v15 n2 p253-69 Jun 1981
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examined the rates, contextual meanings, and attributional meanings of nonverbal behavior occurring during role-played conflict between dating couples. Eighty couples reported perceptions of their own behaviors and their partners' behaviors and were observed by trained raters. The nonverbal channel was used significantly more by females than by males. (Author)

ED183989 CG014202
Conflicting Values and Marital Problems: A Counseling Model for Conflict Resolution.
Maass, Vera S.; Featherstonaugh, H. Gordon
14 Aug 1979 17p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Boston, MA, August 14-18, 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); GENERAL REPORT (140); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Indiana
Journal Announcement: RIEAUG80
The effects of individual values upon the development of conflicts and the resolution of marital problems through counseling are explored, using the Interpersonal Growth Scale (IGS). This instrument is described as it evaluates the processes of growing apart and growing together, and notes operating values, determining their functions and strength. The procedure for using the IGS is explained, including how: (1) clients have an opportunity to assess their present situation and the consequences of acting according to their current value systems; (2) on the basis of the scores on the IGS, the spouses, with the aid of the counselor, explore alternatives and make decisions for change; and (3) the instrument serves as treatment plan or contract between the couple and the counselor, as an aid in goal setting and as a measuring device for progress. (Author)

EJ160215 CG512418
Roommate Conflict Resolution
Miller, Grant ; Zoradi, Stephen D.
Journal of College Student Personnel, 18, 3, 228-230 May 1977
Language: ENGLISH
A simple behavioral approach for roommate conflict resolution based on a model for resolving marital conflict is described. It assumes that conflicts occur when maladaptive attempts are used to change another's behavior. (Author)

ED154457 CS502106
Attraction and Communicator Style: Perceptual Differences between Friends and Enemies as a Function of Sex and Race.
Miller, Larry D.
Apr 1978 17p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEOCT78
Research on attraction in an interpersonal context has strongly suggested that the more attracted two people are to one another, the more they tend to communicate. This study explored attraction and social interaction patterns at the perceptual level. Eighty male and female graduate students, 40 black and 40 white, completed a two part measure of attraction (physical and task) and a three part measure of dominance, argumentativeness, and dramatic components involved in communicative style. After completing the items dealing with self, each participant rated his or her best male friend, best female friend, worst female friend, worst male acquaintance, and worst female acquaintance. The data revealed no major sex related differences, except that males and females are more attracted to opposite sex friends than to same sex friends. Across both data sets a race effect was detected: for best friends, whites emphasize communicative dominance and task attraction, while blacks emphasize dramatic qualities, physical attraction, and argumentativeness. For worst acquaintances, blacks tend to stress dramatic qualities and physical attraction, while whites emphasize more task attractiveness, dominance, and argumentativeness. (MAI)

ED123767 EA008023
Soft (Perceptual) and Hard (Observable Behaviors) Outcomes of an Organizational Development Effort in an Intermediate Educational Unit.
Milstein, Mike M.
Apr 1976 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEOCT76
Two interventions of a university-based organizational development (OD) team with the administrators of a local Board of Cooperative Educational Services (BOCES) are described. The intervention was invited by the new superintendent of the BOCES. The first intervention focused on skill development and goal clarification. Because of a crisis in the BOCES that occurred after the first intervention, the OD team was invited back. The second intervention emphasized renewing the skills learned in the first and then focused on interpersonal issues. Eventually, after the second intervention, the superintendent of the BOCES resigned. This consequence raises questions about the success of the interventions. Two implications are explored. The first has to do with evaluation-related issues and focuses on the relationships between OD efforts and organizational change. The second deals with the way OD projects, by their very nature, tend to shift in emphasis over time and in directions that are less process skill-oriented and more intergroup-, interperson-, and intrapersonal-oriented. (Author/IRT)

EJ213738 AA530420
Coping with Conflict in Educational Circles.
Nebgen, Mary K.
Thrust for Educational Leadership, v9 n2 p25-27 Nov 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); POSITION PAPER (120)
The author presents ideas on what the school administrator should know in order to successfully manage conflict situations so that the conflict does not impede school functioning, and suggests that proper handling of the inevitable conflict situations that arise can bring about group cohesiveness and unity. (KC)

EJ161990 CG512648
Helping Students Learn About Intimacy
O'Brien, Charles R.
Family Coordinator, 26, 3, 306 Jul 1977
Language: ENGLISH
This brief paper outlines an educational program to help students discover concrete ways of dealing with others and building effective intimacy. (Author/YRJ)

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ED168593 CG013202
The Professional Couple: First Year Out.
Presser, Nan R.
Aug 1978 13p.; Best copy available
Available from: Student Counseling Center, Illinois State University, Normal, Ill. 61761
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJUL79
There are many issues and problems which arise for dual-career couples during their first professional year. Although the changes confronting most new professionals are typically stressful, when both members of a couple simultaneously enter careers these stresses are frequently exacerbated. Based on both extensive interviews and counseling with many such couples, several specific areas of conflicts and rewards have been identified: (1) difficulties regarding changing role identities, values, self-esteem, and self-concepts; (2) changes in social support groups and in mutual expectations regarding socialization; (3) competition over several areas, including finances, career fluctuations, professional recognition and rewards, and relative status of and advancement in careers; (4) both negative and positive changes in the interdependence of the couple and its ability to function as a mutual support system; and (5) addressing delayed or as yet unresolved developmental issues, such as decisions about lifestyles and parenthood. The nature and the impact of each of these areas is discussed, and positive aspects of such relationships during this time period are presented. (Author)

ED219682 CG016107
An Empirical Examination of Confrontation Efficacy II.
Reser, Rory
Mar 1982 61p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982). For related document, see CG 016 106.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140); RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEJAN83
Social psychologists have studied interpersonal conflict by examining styles of conflict resolution such as negotiation/bargaining. Counseling psychologists have attempted to address these concerns through assertiveness and aspects of parenting training. In a previous study, a three-component confrontation model--specified behavior, emotional reaction, consequence of behavior--was examined for use with female confrontees. In a replication of that analogue study of angry confrontation between friends, subjects were 56 male college students who completed the Expressed Attitude Toward Confrontation Questionnaire (EATCQ). Results indicated that the complete model (all three components present) had as great or significantly greater impact both statistically and practically than any other combination of components or the "no component present" condition on every one of the nine outcome measures employed. Findings were consistent over both male and female confrontees. The results suggest that direct, concise criticism, while potentially threatening, may provide a basis for negotiating changes with male friends whether done by males or females. (Author/JAC)

EJ242088 CG520397
Perceived and Actual Discriminators of Conflict From Accord in Marital Communication.
Resick, Patricia A.; And Others
American Journal of Family Therapy, v9 n1 p58-68 Spr 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
To determine if empirically derived dependent variables could differentiate typical conflict and accord discussions, couples engaged in conflict and accord discussions on topics rated prior to and following discussions. Discriminators were volume, criticism, disagreement and sarcasm. Variables which did not differentiate topics were swearing, rate of speech, and gestures. (Author)

EJ213931 CG517188
Approaches to Conflict Management.
Roark, Albert E.; Wilkinson, Linda
Group and Organization Studies, v4 n4 p440-52 Dec 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); BIBLIOGRAPHY (131)
When managed effectively, conflict can lead to goal satisfaction, more creative solutions, and enhanced commitment to relationships. Approaches to conflict management are discussed and categorized. Similarities and contributions of widely used models are presented. Models that convert conflicts into problems to which problem-solving techniques can be applied are discussed. (Author/BEF)

EJ178986 CG514195
Interpersonal Conflict Management
Roark, Albert E.
Personnel and Guidance Journal, 56, 7, 400-2 Mar 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
The difference between constructive and destructive conflicts may be traced to the way in which they are managed. Third-party help is often utilized to achieve constructive conflict management. This article describes two models for conflict management consultation. Five guidelines are given for constructive conflict management. (Author/JEL)

ED192239 CG014705
Social Support as a Stress-Buffer: A Multi-Method Investigation.
Sandler, Irwin N.; Barrera, Manuel, Jr.
Sep 1980 18p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEFEB81
People exposed to stressful experiences should be less negatively affected if they receive higher rather than lower levels of social support. This proposition was tested by investigating the "stress buffering" role of social support in a way that allowed comparison between conceptually different measures related to the construct of support. Results indicate that the quantity of helping behavior received and the number of helpers in the support network are not the critical features of social support. Support that is rated as satisfying, however, does provide effective assistance in coping with stress. The kinds of support received in different stress situations and the individual's ability to use this support are logical foci for further research. (Author/CS)

EJ158415 CG512281
Establishing Centers for Conflict Resolution
Sartore, Richard
Elementary School Guidance and Counseling, 11, 4, 300-301 Apr 1977
Language: ENGLISH
The creation of "areas" designed for conflict resolution has been an effective method of teaching important communication skills. Elementary youngsters (K-6) who may be at odds with one another are placed in a situation that is conducive to generating face-to-face interaction. The location of "conflict areas" should be strategically chosen, relatively quiet and private. Referrals are received from staff members, parents and other students. (Author)

EJ229917 CS705349
Attributions and Communication in Roommate Conflicts.
Sillars, Alan L.
Communication Monographs, v47 n3 p180-200 Aug 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examines a sample of roommate conflicts in terms of a theoretical approach to communication in interpersonal conflict, which emphasizes the role of attributional processes. Associations between the conflict strategies reported, their attributions for conflicts, and conflict outcomes were in the expected direction. (JMF)

EJ262965 CS705897
Stress, Cognition, and Communication in Interpersonal Conflicts.
Sillars, Alan; Parry, Doug
Communication Research--An International Quarterly, v9 n2 p201-26 Apr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Found that in poorly adjusted relationships, high levels of stress during conflict discussions (1) increase blame; (2) decrease communicative complexity; (3) may affect speech productivity; but (4) do not affect speech hesitation. Calls for moderation in stress levels and social cognitive bias so that people can communicate in a flexible way. (PD)

ED167885 CG013250
Love, Power, and Conflict: A Systems Model of Interparty Negotiation.
Slawski, Carl
21 Feb 1977 52p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; California
Journal Announcement: RIEAUG79
Some basic hypotheses and corresponding definitions of concepts are presented in an effort to succinctly state the relationship between three of the most basic concepts of social science, namely love, power and conflict. This novel theory is an example of limited reduction. However, it is cast so as to be applicable to both micro and macro levels of analysis, that is, to relations between two persons or two nations. A flow diagram helps to summarize the theory as a whole. In addition, an accounting scheme and a procedure are presented for content analyzing a wide variety of materials in terms of this model. Finally, a partial application illustrates the procedure and some of the most basic hypotheses by using them to analyze a theatre play about interpersonal conflict. (Author)

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ED222826 CG016294
Being in the Right Place at the Right Time: Strategies for Employment.
Slimmer, Virginia M.
Apr 1982 22p.; Paper presented at the Annual Conference of the National Association for Women Deans, Administrators, and Counselors (68th, Indianapolis, IN, March 31-April 3, 1982). Tables may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Kansas
Journal Announcement: RIEAPR83
Although women are making inroads into administrative positions in higher education, discrimination still is evident. To establish guidelines for the women newly entering the administrative field, achieving women in higher education were surveyed to provide insights into their characteristics and the strategies they employed to attain their positions. Data from the 70 questionnaires showed that the majority of the women were between age 36 and 50, single or separated, and held an advanced degree. The women not only had supportive relationships but also supported other professional women. They held a high self-concept and had set goals for their careers. The higher the income, the greater was the respondent's perception of satisfaction with her coping skills, academic preparation, and supportive relationships. The findings suggest specific guidelines that women aspiring to positions in higher education administration should follow. (JAC)

EJ264005 CG522561
A Role Model of the Transition to Parenthood.
Steffensmeier, Renee Hoffman
Journal of Marriage and the Family, v44 n2 p319-34 May 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); GENERAL REPORT (140)
Developed and tested a causal model for degree of difficulty of the transition to parenthood using data collected from interviewing 54 White married couples whose first child was three to five months old. Found difficulty related to: parental responsibilities and restrictions, gratifications, and marital intimacy and stability. (Author/RC)

ED198474 CS005574
Higher-Level Features in Children's Stories: Rhetorical Structure and Conflict. Reading Education Report No. 18.
Steinberg, Cindy; Bruce, Bertram
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Oct 1980 27p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Report No.: BBN-4291
Contract No.: 400-78-0116
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJUL81
Traditional surveys of children's literature have examined features such as text structure and topic, but have failed to take into account rhetorical elements such as author/reader distance, commentary, point of view, and inside view (insight into characters' minds). Similarly, they have glossed over aspects of character to character interaction, such as responses to interpersonal conflict. A children's story survey was conducted to determine the prevalence and distribution of a story's rhetorical elements, to examine the relationship between traditional measures of story complexity and a conflict complexity measure, and to explore relationships that might exist between preference ratings of the stories and the coding of the stories' rhetorical elements. Of the 32 stories examined, 29 exhibited conflict, especially interpersonal conflict. Inside view was found to be more prevalent in the upper level stories. The results suggest that this model of author/reader interactions and conflict is one step towards a richer language for discussing stories and for enhancing children's understanding of stories. (HOD)

ED223985 CG016364
Determinants of Marital Quality in Dual Career Couples.
Thomas, Sandra; And Others
Aug 1982 34p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEMAY83
Dual career families were exceptions to the norm in the 1960's but have steadily increased in prevalence. Dual career professional couples (N=34) were studied to assess the determinants of marital quality and stability in their relationships. Results revealed that couples in high quality marriages reported satisfaction with all aspects of relationship intimacy, had congruent perceptions that the husband's career was pre-eminent and that the wife's career course was more erratic, and had husbands who were supportive of the wife's career. Egalitarian role sharing, similar careers, and older children were also characteristic. Couples in low quality marriages reported dissatisfaction with relationship intimacy, especially emotional intimacy; this was true most acutely for wives. Children were younger and there was more stress due to childcare, household tasks, and husbands' lack of support for the wives' careers. The findings suggest that a crucial factor for marital quality is spousal consensus on the philosophical/value issues which underlie more overt conflicts about childcare or household management tasks. (JAC)

ED126573 EA008515
An Exploration of Conflict and Conflict Management.
Trusty, Francis M.
15 May 1976 32p.
Sponsoring Agency: Danforth Foundation, St. Louis, Mo.; Tennessee Univ., Knoxville.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC76
The study reported on was conducted to study aspects of conflict and conflict management that might have implications for the fields of education and educational administration. The five phases of the study include a review of the literature, a series of interviews, a synthesis of ideas, the dissemination of findings, and a concluding research effort focused on the various types of conflict being studied. The study is not yet complete. It was assumed that conflict is pervasive in all facets of life, that it is a natural rather than a pathological phenomenon, and that the properties of conflict, the situational variables related to the production of conflict, and the characteristics of effective and ineffective conflict management strategies could be identified and isolated for purposes of analysis and diagnostic study. The types of conflict studied were intrapersonal, interpersonal, intragroup, intergroup, intraorganizational, and interorganizational. The variables related to conflict include its origins, causes, symptoms, and outcomes as well as strategies to manage conflict and the goals of parties engaged in conflict. The persons interviewed were representative of the major fields of inquiry, including political science, sociology, economics, psychology, education, business, labor arbitration, and law. Tentative results are presented. (Author/IRT)

EJ223220 CG518401
Demand Characteristics in Observations of Marital Interaction.
Vincent, John P.; And Others
Journal of Consulting and Clinical Psychology, v47 n3 p557-66 Jun 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examined susceptibility of marital observations to purposeful faking. Behavioral observations of couples' problem-solving behavior during a conflict-eliciting task were obtained under neutral instructions and under instruction to fake. Evidence for differential responsiveness of marital types to faking instructions was limited and evident only in a linear combination of behavior dimensions. (Author/BEF)

EJ275933 CG523888
The Measurement of Intimacy in Marriage: The Waring Intimacy Questionnaire.
Waring, E. M.; Reddon, John R.
Journal of Clinical Psychology, v39 n1 p53-57 Jan 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Developed eight independent content scales to assess components of marital intimacy (Conflict Resolution, Affection, Cohesion, Sexuality, Identity, Compatibility, Autonomy, and Expressiveness). Measures were designed to be relatively free from social desirability and acquiescent responding. Test retest and internal consistency reliabilities were high; sexual bias was not indicated. (PAS)

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ED198682 CG016106
An Empirical Examination of Confrontation Efficacy: I.
Watson, John Joseph; Remer, Rory
Mar 1982 61p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982). For related document, see CG 016 107.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140); RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEJAN83
Because people are separate individuals, interpersonal conflict is inevitable. Social psychologists have studied this area by examining styles of conflict resolution such as negotiation/bargaining. Counseling psychologists have attempted to address these concerns through assertiveness and aspects of parenting training. However, no specific model for conflict resolution has been developed and tested empirically. A three-component confrontation model--specified behavior, emotional reaction, consequence of behavior--was examined in an analogue study of angry confrontation between friends, using 48 female college students as subjects, who completed the Expressed Attitude Toward Confrontation Questionnaire (EATCQ). Results indicated that the complete model (all three components present) had as great or significantly greater impact both statistically and practically than any other combination of components or the "no component present" condition on every one of the nine outcome measures employed. Findings were consistent for both male and female confronters. The results suggest that direct, concise criticism, while potentially threatening, may provide a basis for negotiation of changes with female friends whether done by males or other females. (Author/JAC)

ED198595 CS5 278
MIC Technique: Managing Interpersonal Conflict. A Unit in Conflict Management Communication Skills.
Weider-Hatfield, Deborah
Feb 1981 18p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Jose, CA, February 14-17, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); CONFERENCE PAPER (150)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEJUL81
Classroom techniques associated with conflict management and the six stages in the Managing Interpersonal Conflict (MIC) technique that can be used in basic interpersonal communication courses are outlined in this paper. Before presenting information on the MIC technique, the paper discusses the use of Jay Hall's Conflict Management Survey (which measures styles of conflict management along the dimensions of concern for personal goals and concern for relationship) as a teaching device showing students their conflict styles and leading them to a discussion of developing an idealized style of conflict management. The explanation of the MIC technique emphasizes its six stages of conflict management, including (1) evaluating the conflict, (2) defining the conflict, (3) identifying goals mutually shared by both persons, (4) identifying a number of possible ways to resolve the conflict or solve the problem, (5) weighing goals against possible resolutions, and (6) evaluating the resolution after it has been put into effect for a period of time. In presenting these stages of the MIC technique, relevant interpersonal communication skills are discussed, along with examples of how each skill can be used in particular situations. (RL)

EJ242028 CG520359
Common Group Problems: A Field Study.
Weinberg, Sanford B.; And Others
Small Group Behavior, v12 n1 p81-91 Feb 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
A field study of a naturally functioning group (N=125) was conducted to identify common group problems. Trained observers attended group meetings and described the problems encountered. Difficulties of cohesion, leadership, sub-group formation, and personality conflict were identified. (RC)

ED198987 UD020879
Socialization and Ethnic Identity Development.
Weinreich, Peter
May 1978 32p.; Paper presented at the Annual Conference of the Northern Ireland branch of the British Psychological Society (Virginia, Republic of Ireland, May 5-7, 1978).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: United Kingdom; England
Journal Announcement: RIEMAY81
A study of identity development was carried out in Bristol, England, with Asian, West Indian, and indigenous British adolescents. Ethnic and gender differences in patterns of identification conflict with others were found between minority group boys and girls. Both sexes from both minority groups, however, had substantial identification conflicts with representatives of their own ethnicity, distinguishing them from indigenous adolescents. This common feature of the two minority groups may be explained in terms of dual socialization, that is, socialization within both their parental culture and British culture. Prejudice against West Indians and Asians was demonstrated in the indigenous adolescents, but the generally held view that discrimination against low status groups results in their members' self-devaluations was not supported. Similarly, the argument that sex discrimination results in self devaluation was not supported. Finally, the general argument that similar processes of identity development would be found in girls experiencing sex discrimination did not gain support. The processes of sexual identity and ethnic identity development were shown to be different. It is believed that ethnic and gender differences displayed in overall patterns of identification conflicts are related to the differential roles played by parents, teachers, and peers as positive reference models in the individual's self concept development. (Author/GC)

EJ152680 AA524083
A Public School Ritual Ceremony
Weiss, Welford S.; Weiss, Paula H.
Journal of Research and Development in Education, 9, 4, 22-8 Sum 1976
Language: ENGLISH
Paper presents an analysis of a ritual ceremony among staff of a public elementary school which takes the form of "secret-pal" gift exchanging. Study indicates that although such rituals do not resolve causes of conflict or eliminate competitive and hostile attitudes, they do serve to reduce anxiety and conflict. (RW)

EJ248236 CG520904
Conflict Predispositions: Differences between Happy and Clinical Couples.
Yelsma, Paul
American Journal of Family Therapy, v9 n2 p57-63 Sum 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Suggests that intrapersonal and interpersonal conflicts are influential in marital relationships. Results indicate happy couples had predispositions for productively managing conflict; clinical couples had higher aggressiveness predispositions. Happy couples also had more loyalty to their communities, more energy for tasks, and more positive feelings about their lives. (Author)

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ED151252 SO010682
Towards Peace Education: Abstracts on Some Reports related to Conflict Resolution and Peace Education. Pedagogisk Dokumentation, No. 58, 1977.
Bjerstedt, Ake, Comp.; Gustafsson, Evy, Comp.
School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.
1977 92p.
Report No.: 58
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEJUL78
The document identifies and describes 90 sources of information on conflict resolution and peace education. All the sources are ERIC documents which were published during the period 1966-1978. For each entry, the following information is provided: author, title, source, date, pages, ERIC ED number, microfiche and/or hard copy availability, abstract, and "keywords" (descriptors). The entries span all educational levels, ranging from human awareness activities for kindergarteners to conference presentations about research on public attitudes and mass media. For elementary and secondary levels, the citations include descriptions of social studies programs in peace and global awareness, conflict resolution activities, multimedia resource guides, guidance suggestions for career development in peace studies, and a discussion of individuals' military responsibilities to their country. In the area of higher education, the citations include descriptions of college courses and formal programs in peace studies, guides to the structure and activities of international peace organizations, and reviews of research on attitudes and behavior related to peace and war, cooperation and aggression. (AV)

ED194947 CS503150
Interpersonal Conflict: Relational Strategies and Intimacy.
Cupach, William R.
Nov 1980 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (66th, New York, NY, November 13-16, 1980)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIEAPR81
Relational intimacy was studied for its influence on choice of interpersonal conflict strategies. Data were collected from 143 speech communication students who were randomly distributed among three groups representing different levels of intimacy (stranger, acquaintance, intimate) and were asked to imagine serious conflict with a person of the corresponding intimacy level. The subjects indicated their likelihood of engaging in 42 different behaviors during an interpersonal conflict. Factor analysis revealed three general conflict strategies: destructive, constructive, and avoidance. ANOVA results showed that acquaintances were significantly more likely than strangers to utilize constructive strategies, and intimates were significantly more likely than acquaintances to use such strategies. Intimacy level accounted for 17% of the variance in the use of constructive strategies. A main effect was not found for the other two factors. In general, the results suggested moderate support for the hypothesis that greater levels of intimacy are exemplified by greater use of constructive conflict strategies. (Author/RL)

EJ144723 EA507514
Handling Grievances
Gardner, John C
American School and University, 49, 1, 8-12 Sep 1976
Language: ENGLISH
The preventive maintenance of human relations is often giving an employee a chance to air his grievance. (Author/MLF)

EJ226962 AA531680
Resolved: Kids' Conflicts.
Goodhart, Ray
Teacher, v97 n8 p50-52 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Presented is a five-step approach to help children settle their own arguments, fights, and disagreements, making these children more responsible for their own actions and better prepared to handle conflicts in positive ways. (Author/RC)

ED122321 CS501252
Teaching Conflict Resolution Simulations.
Hare, Mark A.
1976 10p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, Pennsylvania, March 1976)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIESEP76
The use of simulation in teaching conflict can be an effective way to promote student involvement. The role of the classroom teacher is to deal with actual student conflict while facilitating the development of communication skills which will aid in the resolution of conflict. This paper suggests one classroom model which utilizes a combination of instruments, exercises, and simulations in a three stage approach to the study of conflict. The first phase involves developing student awareness of various conflict management styles, the second involves building trust in the group, and the third phase simulates conflict. (Author)

ED186951 CS502905
Organizing and Implementing a Conflict Resolution Workshop for K-12 Teachers.
Myers, Virginia
Nov 1979 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Texas
Journal Announcement: RIEOCT80
An approach to organizing and implementing a conflict resolution workshop for elementary and secondary teachers, developed for use in the Lubbock, Texas public schools, is presented in this paper. Before describing the approach, the paper cites the need for training teachers in human relations and conflict resolution, outlines a step-by-step process for the speech communication teacher to use when functioning as an inservice consultant, and suggests guidelines for conflict resolution. It then tells how a court integration order generated concerns about possible conflicts in newly integrated classrooms in Lubbock, describes procedures followed by a staff development committee in determining needs and exploring staff development approaches to facilitate implementation of the integration order, and reports the committee's recommendation that a human relations or conflict resolution training program be provided for teachers. Finally, the paper describes the two and one-half day workshop that was developed, noting that its objectives were to train building teams in basic communication, conflict resolution, and problem solving. It discusses the workshop planning process, describes the activities held during the workshop, and notes the successful outcome. Evaluation questions distributed to participants are included. (GT)

ED123665 CS501389
Communication, Systems, and Conflict.
Ruben, Brent D.
1976 31p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, March 1976)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEOCT76
Both popular and academic perceptions of conflict have been historically negative. Conflict, however, or the discrepancy between the demands of the environment and the demands of a living system, is common to individuals, groups, organizations and societies, and is part of the communication process by which living things interact with their environment. Assessments of the nature of conflict are subject to the variation in evaluative criteria selected and the time frame considered. By definition, however, conflict is functional and necessary to the adaptation of life. The communications system perspective can provide an alternative unit of analysis, "system-environment," which attempts to synthesize a cross-contextual, cross-level, communication-conflict paradigm and has implications for interactions from the international to the personal level. (RS)

EJ171583 EA509386
Marginality, Role Conflict, and Status Inconsistency as Forms of Stressful Interaction
Starr, Paul D
Human Relations, 30, 10, 949-61 Oct 1977
Language: ENGLISH
Examines the common assumptions employed by differing theoretical approaches to the process by which individuals whose attributes in some way conflict with the expectations of others consequently experience stressful interaction and attempt to cope with it. (Author/MLF)

EJ137586 CG510087
Evaluation of the Chief Administrator: A Philosophical-Qualitative First Step
Wallenfeldt, E. C.
NASPA, 13, 3, 9-11 Win 1976
Language: ENGLISH
The author discusses the criteria on which the functioning of student affairs officers should be evaluated and the difficulties they face due to their dual services to students and administrators. He mentions the values which should guide their work and the criteria for evaluation of their work. (SE)

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ED171687 SP014334
Confrontation (A Human Relations Training Unit and Simulation Game for Teacher and Administrators in a Multi-Ethnic Elementary and High School). Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Oct 1977 8p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-76-0091
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEOCT78
The inservice teacher and administrator education program described here is intended to make teachers aware of the problems they may encounter in a multicultural, multiethnic school setting. The inservice topic is human relations, with the subject of black/white confrontation the main focus. This descriptive report provides additional information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED162143 CE018568
Methods and Materials for Teaching Occupational Survival Skills. Coping with Conflict.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
1978 47p.; For related documents see CE 018 556-569
Sponsoring Agency: Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Available from: Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEAPR79
This occupational skills instructional module on coping with conflict is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into six sessions: (1) what is conflict, (2) conflicts involving personal needs and goals, (3) unfair rules and avoiding responsibility, (4) conflicts resulting from prejudice, (5) conflict over job duties, and (6) preventing conflicts on the job. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., working as a team member, working under pressure); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 10-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

ED162133 CE018558
Methods and Materials for Teaching Occupational Survival Skills. Introduction.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
1978 22p.; For related documents see CE 018 557-569
Sponsoring Agency: Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Available from: Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEAPR79
Twelve instructional modules, concerned with the human aspects of working in organizations, have been designed for utilization at various educational levels ranging from high school to adult and continuing education and in both academic and vocational programs. The modular titles are the following: (1) working in organizations, (2) motivation for work, (3) understanding self, (4) interpersonal relations, (5) effective communications, (6) using creativity at work, (7) problem solving, (8) authority and responsibility, (9) leadership, (10) coping with conflict, (11) coping with change, and (12) adapting and planning for the future. Each module is organized into five or more sessions and each session is arranged according to the following components: topic, objective; skills emphasized; importance of session topic; materials and equipment needed (copies of student worksheets and handouts and transparency masters are included); activity description; and follow-up. Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude each module. A fifteen-item multiple choice test was designed for each module (available in document CE 018 569). In developing the modules research was conducted on competencies that workers need in order to maintain an occupation, and the modules were field tested in several settings. (The modules are CE 018 557-568.) (JH)

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Section Five

Organizational Climate

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ED164218 RC011052
An Evaluation Report of "Social Conflicts" and "Fine Arts": The American Indian Curricula Development Program for Grades 9-12.
Ahler, Janet; Parrone, Vito
Jun 1977 54p.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; North Dakota
Journal Announcement: RIEMAY79
The American Indian Curricula Development Program (AICDP) produced a two-package program for grades 9-12. The "Social Conflict" package, with Prejudice, Indian Education, Americanizing the Indian, and B.I.A. units, and the "Fine Arts" package, with Art, Music, Literature, and Dance and Drama units, were Pan-Indian in orientation with a strong contemporary issues base. AICDP sent the program to 21 North Dakota high schools for introductory use. Evaluators interviewed participating teachers and librarians formally and informally, and attended AICDP workshops to offer AICDP some external perspective on the program and to determine how it was used and viewed by educators. The program had considerable overall merit. The 18 teachers in 14 schools who actually used the materials used the packages, Teacher Guides, supplementary materials and suggested activities selectively. The Art and Prejudice units were the best. Most teachers found reading levels satisfactory, content accurate, and the material beneficial to Indian and non-Indian students alike. Few high school libraries had the resources necessary for the program. AICDP should integrate the two packages in the program and reduce the overall cost. In addition, there should be more AICDP workshops, teacher and student feedback and evaluation, and improved libraries. (SB)

ED165156 CS204628
The Community Press: Occasional Voices of Courage.
Beasley, Maurine; Harlow, Richard R.
Aug 1978 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEJUN79
Interviews with ten reporters and editors for community newspapers, all winners of Pulitzer Prizes for articles that dealt with nonelite groups, formed the basis for the information presented in this paper. Among the topics discussed are problems caused by the close proximity of the community press to its readers; the economic and physical perils faced by Southern journalists who have taken unpopular racial positions during times of civil rights strife; problems faced by community press reporters due to insufficient resources for adequately covering the news; social and economic pressure on the community press to uphold the status quo, and the consequent tendency of the community press to refrain from reporting on controversial subjects--such as the social conditions of nonelite groups--until such time as they result in a confrontation situation; and the potential power of the community newspaper in reducing violence and curbing tensions when conflicts do occur. It is concluded that the community press only occasionally speaks up courageously in coverage of nonelite groups. (GT)

ED141649 CG011463
Advocacy and Institutional Racism.
Brophy, Michael C.; And Others
Sep 1976 30p.; Paper presented at the Annual Community-Clinical Workshop (6th, College Park, Maryland, November 4-6, 1976)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC77
The purpose of this paper is to provide a perspective on advocacy and advocate counseling for participants in the University of Maryland Sixth Annual Community-Clinical Workshop, 1976. It attempts to define relevant terms and outline a method of self-advocacy which can, if utilized properly, lessen the impact of institutional racism. The terms, institution, race, racism, advocacy and self-advocacy are first defined. Next, the origin and development of institutions within a social contract perspective is presented. Third, a theory of the development and diminishment of racist institutions in the United States is presented. Fourth, various advocacy efforts are presented and analyzed regarding their impact upon institutional racism. Particular emphasis is made on the distinctions between advocacy "on behalf of" efforts and self-advocacy efforts. In addition, the Advocate Counseling Model, a self-advocacy approach espoused by authors, is heavily stressed in this paper and in the workshop. (Author)

ED141650 CG011464
Self-Advocacy as a Means of Owning the Social Contract.
Brophy, Michael C.; And Others
Nov 1976 34p.; Not available in hard copy due to marginal legibility of original document. Paper presented at the Annual National Conference on Urban Education (2nd, Milwaukee, Wisconsin, November 22-24, 1976)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEDEC77
The purpose of this paper is to report on the role of advocacy in the urban milieu. It explores the following areas: (1) history and current status of advocacy; (2) review of some advocacy efforts; and (3) significance of the Advocate Counseling Model, a legal and therapeutic counseling model to help people to advocate for themselves. It is of vital concern to those working and participating in the urban education arena that they be appraised of this emerging area of advocacy and self-advocacy, since one of the crucial questions of the 1970's is: How well are current theories and practices equipped to handle the increasing complexity of urban educational problems? (Author)

EJ189511 SP507461
An Evaluation of Dewey's " Social Intelligence"
D'Urso, Salvatore
Educational Theory, 28, 2, 130-30 Spr 1978
Reprint Available (See p. vii): UMI
Language: English
Dewey's notion of applying the method of social intelligence to the solution of social problems is critically reviewed with special emphasis on his failure to come to terms with the question of concentrated social power in America. Theoretical ambiguities as well as unclear ideas on the practical agencies of social change are pointed out. (DS)

ED128849 CS202988
Alienation, Mass Society and Mass Culture.
Das, Hari N.
1976 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEFEB77
This monograph examines the nature of alienation in mass society and mass culture. Conceptually based on the "Gemeinschaft-Gesellschaft" paradigm of sociologist Ferdinand Tonnies, discussion traces the concept of alienation as it appears in the philosophies of Hegel, Marx, Kierkegaard, Sartre, and others. Dwight Macdonald's "A Theory of Mass Culture" and Clement Greenberg's insights on "kitsch" are used to explain the pervasive influence of mass culture in modern society and its debilitating effects on high culture. The analysis concludes that society must cushion the impact of dehumanizing technology and its consequences of alienation by redesigning the educational system and introducing new pedagogics. (KS)

EJ220138 SE528949
Commentary: Societal Technology: A New Frontier.
Decker, John P.
BioScience, v30 n3 p177-80 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
The role of technology throughout history and its relationship to science is discussed. The new frontier of societal technology is considered in terms of human behavior and misbehavior in the face of conflict. (SA)

EJ207529 AA529980
Values Clarification in the School Curriculum.
Ediger, Marlow
Journal of Thought, v14 n1 p66-68 Jan 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Suggests some social conflict dilemmas, such as war, which might be analyzed in the classroom. (SJL)

EJ221054 CG517989
Avoidance-Approach: The Fifth Basic Conflict.
Epstein, Seymour
Journal of Consulting and Clinical Psychology, v46 n5 p1018-22 Oct 1978
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Demonstrates that approach gradients can be steeper than avoidance gradients. An individual with an avoidance-approach conflict, placed on the goal side of the intersection of the gradients, would enthusiastically approach a goal previously avoided. Implications of avoidance-approach conflict are discussed. (Author/BEF)

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ED183438 SO012384
Societal Ramifications of Ethnicity in the Suburbs.
Femminella, Francis X.
Apr 1979 19p.; For related documents, see SO 012 385-386. Paper presented at the "Conversation in the Disciplines, a conference on Ethnicity in Suburbia: The Long Island Experience" (Garden City, L.I., NY, April 27-28, 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; New York
Journal Announcement: RIEJUL80
The development of social science terminology about ethnicity in the United States is traced from colonial times to the present, and conflict among ethnic groups is examined in relation to contemporary problems in the suburbs of New York. Early in U.S. history, immigrating ethnic groups were thought to contribute to the melting pot character of the country. At first, the melting pot concept emphasized conformity to the Anglocentric ways of the colonial settlers; later, it emphasized interaction among native and new groups as resulting in a unique combination with its own characteristics. Still another conceptualization of the melting pot was that ethnic groups continue to retain certain unique mannerisms while at the same time adapting somewhat to American social styles. This conception was the beginning of the theory of cultural pluralism, which by the early 1970s began to replace the melting pot theory. One phenomenon of ethnic immigration was the conflict which resulted between natives and immigrants. Because immigrants were willing to work hard for low wages, they took jobs away from some natives. This situation created bitterness and some violence on the part of natives. Ironically, as the immigrant groups were assimilated into American society, they themselves displayed enmity toward even newer ethnic immigrants who threatened their job security. Segregation and ethnocentrism among ethnic groups are evident today in the suburbs of New York. Mutual respect among ethnic groups will need to be developed there. (AV)

EJ214853 IR507481
Children in Conflict.
Galen, Nancy; Johns, Jerry L.
School Library Journal, v26 n3 p25-28 Nov 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); BIBLIOGRAPHY (131)
Presents an annotated bibliography of books which may provide bibliotherapy to primary grade students experiencing emotional or social conflict in coping with competition, divorce or change in family status, failure, peer group pressure, and alienation/rejection. (CHV)

EJ264884 JC903893
Developing Conflict Resolution Skills.
Lodato, Francis J.
Momentum, v13 n2 p25-27 May 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Provides a rationale and suggests an approach for incorporating conflict resolution skills and insights into the elementary school social science curriculum. Points to problems in modern society attributable to individuals' lack of ability to reconcile inner conflicts and differences with others. (AYC)

ED171482 RC011408
Native Americans and Energy Development.
Jorgensen, Joseph G.; And Others
Anthropology Research Center, Inc., Cambridge, Mass.
1978 95p.; Not available in hard copy due to publisher's preference
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: POSITION PAPER (120); COLLECTION (020)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEOCT79
Indian tribes in the western United States own a considerable portion of the nation's uranium, strippable coal, oil shale, geothermal, natural gas and petroleum reserves. Research and observation show that the impacts of energy development activities on Indian lands and peoples are overwhelming. Perhaps the most significant impacts are the cumulative social and cultural effects of bringing instantaneous industrialization into traditional Indian societies. As demand for these resources continues to accelerate, the Indian people face a dilemma in which choices range from all-out energy development to the other extreme of no development at all. To prevent further exploitation, tribes must develop capable leadership, improve their technical skills, and determine to what extent they wish to maintain their traditions and cultures. The essays compiled in this document are examples of how social research might be used as an action mechanism for the benefit of Indian people who will face the brunt of energy development. Titles are: "Energy, Agriculture, and Social Science in the American West" by Jorgensen, Davis, and Mathews; "Black Mesa and the Hopi" by Clemmer; "Energy Developments and the Navajo Nation" by Robbins; "Can Tribes Control Energy Development?" by Owens; and "Energy Boom Towns: Views from Within" by Little. (NEC)

EJ190188 CS704630
Communication and Conflict: A System-Theoretic Perspective.
Ruben, Brent D.
Quarterly Journal of Speech, v64 n2 p202-10 Apr 1978
Reprint: UMI
Language: ENGLISH
Explores the nature and functions of conflict, its role in fundamental individual and social life processes, and its theoretical relationship to communication from a system-theoretic perspective. Indicates a distinction between conflict and para-conflict, and suggests that the latter is characteristically the object of study in speech and communication. (JF)

ED181771# HE012022
The Slow Death of Fresno State: A California Campus under Reagan and Brown.
Seib, Kenneth A.
Aug 1979 223p.
Available from: Ramparts Press, Box 50128, Palo Alto, CA 94303 ($11.95)
Document Not Available from EDRS.
Language: English
Document Type: BOOK (010); HISTORICAL MATERIAL (060); LEGAL MATERIAL (090)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN80
An account of the upheavals that have taken place at Fresno State College since the mid-60s are discussed by a professor who witnessed the course of events. Troubled with the same tensions and polarities of other campuses across the country due to such factors as the Civil Rights Movement and the Vietnam war, Fresno State fell victim to its problems. Letters, newspaper reports, memoranda, eyewitness accounts, court transcripts, legal briefs and numerous written materials combine to tell the story. Several events are offered as evidence of the educational decay: (1) competent administrators were fired and replaced by men of questionable ability and views; (2) faculty members were callously dismissed or threatened for disagreeing with the administration; (3) armed police officers removed a chairman from his office and placed the department under guard; (4) minority students and faculty were harassed by the administration, as well as meaningful minority programs discontinued; (5) the School of Arts and Sciences was broken into smaller and more ineffectual units without the consent of faculty, thus depriving the school of any campus power. Most of the court cases brought against the administration were decided in favor of the faculty yet none of the principal administrators were removed. It is suggested that the educational quality of the school has declined with no hope for revitalization in view. California politicians such as Ronald Reagan, S. I. Hayakawa, and Jerry Brown are portrayed as users of the higher education community for their own means. In conclusion the report hopes to serve as a warning to the higher education community that the "slow death" at Fresno State is not an isolated case but instead is representative of the condition on many American campuses today.

EJ207139 SO507402
Conflict Studies and Peace Education.
Smith, David C.
Prospects: Quarterly Review of Education, v9 n2 p170-76 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Examines the recent growth of interest in conflict studies as a dimension of peace education and explores various ways of developing workable approaches to conflict studies (DB)

EJ131617 SO504355
Teaching Controversy without Controversy
Stiehm, Judith
Teaching Political Science, 3, 3, 333-4 Jan 1976
Language: ENGLISH
Discussion of "Sex, Power, and Politics" course at the University of Southern California in which the videotaping of class sessions is used to reduce classroom controversy while studying controversy. (ND)

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ED177734# EA012232
Leadership Issues for Canadian Education.
Williams, T. R.
Canadian Education Association, Toronto (Ontario).
Sep 1979 40p.; Also available in French edition
Available from: Canadian Education Association, 252 Bloor Street West, Suite S850, Toronto, Ontario, Canada M5S 1V5 ($3.00, payment should accompany order)
Document Not Available from EDRS.
Language: English
Document Type: BOOK (010); POSITION PAPER (120)
Geographic Source: Canada; Ontario
Journal Announcement: RIEMAR80

In addressing issues that are common to all educational jurisdictions in Canada, the author has designated as "national" those issues that are manifest concurrently within the provincial and local board arenas and as "federal" those issues that integrally involve relationships between the federal government and the provinces. Four national issues are discussed: (1) issues dealing with matters of economics and demography; (2) ideological and values issues that relate both to governance and decision-making and to matters of personal, educational, and religious beliefs; (3) issues that revolve around the question of the control of education; and (4) issues that deal primarily with matters of administrative style. The discussion of national issues takes up the bulk of the monograph because they far outnumber the federal issues. The federal issues are centered on finance and the question of national unity. The author concludes that it is only through a renewed focus on the children in the classroom as the shared interest of all involved in education that Canadian school systems can creatively cope with their current dilemmas. (Author/IRT)

ED166072 SO011241
Mediating Social Conflict: A Ford Foundation Report.
Ford Foundation, New York, N.Y.
Oct 1978 33p.; Photographs throughout document may not reproduce clearly
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIEJUN79

Third-party intervention is increasingly recognized as an effective means of settling social, institutional, community, and interpersonal disputes. Traditionally, mediation efforts have been directed toward conflicts involving labor/management relations. Since the 1960s, however, mediation efforts have also been applied to situations involving social disputes, environmental disputes, racial protests, and criminal and civil offense cases. Examples of mediation efforts which have been assisted since 1968 by the Ford Foundation include a racial/public disorder early warning system in Florida; housing disputes in New York, San Francisco, and Cleveland; demands of Puerto Rican activists for a day care center; Indian occupation of parkland in upstate New York; school desegregation in Boston; confrontations at various colleges and universities; and a struggle between black and Puerto Rican communities in New York for control of an antipoverty program. Programs to train people in conflict resolution techniques are sponsored by numerous groups including the American Arbitration Association, the Justice Resource Institute, and better business bureaus. (DB)

ED182143 CE018568
Methods and Materials for Teaching Occupational Survival Skills. Coping with Conflict.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
1978 47p.; For related documents see CE 018 556-569
Sponsoring Agency: Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Available from: Curriculum Publications Clearinghouse, Western Illinois University, 46 Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEAPR79

This occupational skills instructional module on coping with conflict is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into personal needs and goals, (3) unfair rules and avoiding responsibility, (4) conflicts resulting from prejudice, (5) conflict over job duties, and (6) preventing conflicts on the job. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., working as a team member, working under pressure); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 18-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

ED159091 SO011064
New Approaches to Conflict Resolution.
Ford Foundation, New York, N.Y.
May 1978 80p.
Available from: Ford Foundation, 320 East 43rd Street, New York, New York 10017 (free)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIEJAN79

This paper addresses the future role of the Ford Foundation in helping to improve society's capacity to resolve conflicts. Part I discusses the problem. In recent years America has had many sorts of conflicts and disputes. Examples are racial equality, energy allocation, environmental protection, consumer rights, and equal educational opportunity. Conflicts over these matters arise among interest groups, between interest groups and government, between levels of government, and between individuals. These conflicts are often very difficult to resolve because of the growing complexity, technological sophistication, and interdependence of society's problems. Part II examines current responses to the problem. The judicial process, the process used by administrative agencies, alternative third party intervention, and systematic reform are discussed. In part III promising alternatives are presented. These include strengthening the capacity of existing courts and agencies and alternatives outside the formal system such as arbitration, conciliation, and private initiatives. The publication concludes with a description in part IV of a Ford Foundation program to resolve conflicts. It is a systematic approach that expands our understanding of the larger issues in conflict resolution and takes account of the links between problems in different segments of the adjudicative and administrative processes. (Author/RM)

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Section Six

Problem Solving

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ED165330 95 EA011251
Discipline: A Socially Literate Solution.
Alschuler, Alfred
1978 19p
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 77-0031
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BOOK (010)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEJUN79
This document is a summary of a book entitled tentatively "Discipline: A Socially Literate Solution" by the same author. The book, based on seven years of research and development, is intended to be a manual for educators and students. The method described takes as its starting point that discipline problems can be reduced significantly if educators collaboratively name patterns of conflict, analyze systemic causes, and democratically improve the rules and roles governing behavior. It lays out a theory on the causes of discipline problems in schools and then offers specific techniques for their amelioration. The summary presents an overview of the theory with examples and then indicates chapter by chapter the content of the book. (Author/MLF)

ED201616 SP018003
Using the Concept of Status to Study the Process of Staff Development.
Anang, Arlene
6 Dec 1980 12p.; Paper presented at the Annual Meeting of the American Anthropological Association (Washington, DC, December 6, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Michigan
Journal Announcement: RIESEP81
The assumption that one person is trying to change another often makes the encounters between staff developers and teachers tenuous and delicate. The coordination and negotiation over role and status is seen in two different interactions. In the first encounter, between a staff developer and two teachers, the staff developer was the problem solver, attempting to achieve agreement on a solution to a disciplinary problem and maintaining control of the situation by doing most of the talking and giving explicit directions. The teachers reflected their positions as students or advice-seekers by taking notes. By fostering and building on a mutual understanding of their roles, the participants were able to accept a plan of action. In another situation, the staff developer met with a teacher who ostensibly wanted to talk about planning, but actually wanted job information. The teacher initially played "host", while the staff developer was a somewhat bored and passive "guest". The role of staff developer had to be reasserted to gain more control over the interaction. The staff developer gained control by interrupting the teacher, using body language, and by using the tag-question "right?". It is questionable if a trusting relationship was negotiated and to what degree the teacher was able to accept the staff developer's suggestions for change. For positive change to occur, all participants must understand their relative roles and the purpose of the situation. (FG)

EJ223059 CG516240
Do Marriage Preparation Programs Really Work?: A Canadian Experiment.
Bader, Edward; And Others
Journal of Marital and Family Therapy, v6 n2 p171-78 Apr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Reports on a marriage preparation program using a small discussion-group format and pre- and postwedding sessions, emphasizing communication patterns and conflict resolution. Evaluation shows that spouses in such a program are less likely to engage in destructive conflict with each other, and that spouses would seek assistance in solving problems. (Author/JC)

EJ215137 SP509108
Developing Renewal Processes in Urban High Schools.
Barzin, Marc; And Others
Theory into Practice, v18 n2 p73-81 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
A description is given of a model ten-year renewal program in an urban school district. (JD)

EJ259123 CG522159
Conflict Management: An Episodic Approach.
Baxter, Leslie A.
Small Group Behavior, v13 n1 p23-42 Feb 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Used the Interpersonal Conflict Coding Scheme to examine the conflict expression episode and the conflict resolution episode and to evaluate utterances of six problem-solving groups. Developed interaction profiles of conflict expression and conflict resolution episodes and initial, middle, and final group stages. (RC)

EJ236984 HE513867
The Development of the Neutral Function in Labor Relations.
Begin, James P.
New Directions for Higher Education, No. 32 (Resolving Conflict in Higher Education) v8 n4 p81-89 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); HISTORICAL MATERIAL (060)
A review of the emergence of the neutral function in the context of collective bargaining to determine whether it might have application to higher education impasses of the 1980s is outlined. A history of mediation and arbitration in labor disputes in the United States is provided. (MLW)

EJ173489 EA509404
Conflict Resolution in High Schools: A Modest Proposal
Bethel, Charles A.; And Others
NASSP Bulletin, 62, 415, 22-7 Feb 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
Findings of a California secondary school survey of procedures for solving students' problems are presented here, along with recommendations for designing an effective problem-solving mechanism. (Author)

EJ223154 CG518335
Conflict Resolution in Distressed and Nondistressed Married Couples.
Billings, Andrew
Journal of Consulting and Clinical Psychology, v47 n2 p368-76 Apr 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Compared communicational interactions of maritally distressed and nondistressed couples engaged in conflict resolution tasks. Distressed couples made significantly more negative cognitive and problem-solving acts. Distressed couples evidenced more reciprocity of negative communication as compared with nondistressed couples. Relationships of these findings to etiology and treatment are discussed. (Author)

ED176196 CG013801
Perceptual Biases of Distressed and Nondistressed Marital Partners Concerning Conflict Resolution.
Birchler, Gary R.
Apr 1979 20p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEFEB80
Behavioral and perceptual differences among maritally distressed and nondistressed husbands and wives were investigated. Distressed couples beginning marital therapy and nondistressed couples solicited through community newspapers comprised the criterion groups which were matched for major demographic variables. Couples first enacted and then repeatedly observed and rated videotaped samples of their own marital conflict resolution. Between the ratings, a discrimination task was completed which consisted of subjects observing and rating two standardized videotapes of "good" and "bad" dyadic problem solving. Results indicate that distressed and nondistressed couples do significantly differ in their demonstration of communication skills associated with marital conflict resolution. Married individuals rated most accurately and consistently the negative verbal behavior emitted by their spouses, and they rated self-emitted negative behavior poorly. Distressed partners seemed to discriminate and rate positive problem solving behaviors at least as well as the nondistressed partners. Distressed wives were most reliable and accurate in rating their own (relatively low) output of positive verbal and nonverbal behavior. Results suggest that certain behavioral differences observed between "clinical" and "normal" couples during conflict resolution may not relate as much to distressed partners' inability to discriminate appropriate behaviors as to their inability or unwillingness to engage in them. (Author)

EJ236983 HE513866
Constructive Conflict in Academic Bargaining.
Birnbaum, Robert
New Directions for Higher Education, No. 32 (Resolving Conflict in Higher Education) v8 n4 p69-79 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Collective bargaining is seen as a process of shared authority used in some institutions to manage conflict. Some ways in which parties to bargaining can significantly alter their relationships to promote constructive and creative outcomes of conflict are suggested. (MLW)

EJ261133 CG522326
Marital Conflict Resolution: A Study of Strategies and Outcomes.
Bell, David C.; And Others
Journal of Family Issues, v3 n1 p111-32 Mar 1982
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Interviewed married couples (N=30) concerning strategies each spouse used to resolve conflicts. Findings show that husbands win most conflicts regardless of the strategies they or their wives employ. Suggests general background factors of the marriage shape outcomes but the process by which they are translated into outcomes is unclear. (Author)

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ED195180# HE013266
Creative Academic Bargaining: Managing Conflict in the Unionized College and University.
Birnbaum, Robert
1980 270p.
Available from: Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027
Document Not Available from EDRS.
Language: English
Document Type: REVIEW LITERATURE (070); BOOK (010)
Geographic Source: U.S.; New York
Journal Announcement: RIEAPR81
The evolution of collective bargaining in higher education and factors that lead academic bargaining from destructive conflict to cooperation are examined. Academic bargaining is viewed as a form of shared authority, but one with unusual institutional and organizational problems that may lead toward destructive, rather than constructive conflict. The specific nature of the context, situation, and persons involved in bargaining, and their effect upon the nature of conflict are considered, as are perceptions, behaviors, and communication patterns that are likely to result when groups are locked into traditional bargaining structures. Behaviors and programs that may assist in conflict management and lead the parties toward more creative and constructive bargaining are suggested. A number of dispute resolution techniques that have been developed in industrial bargaining and their application in academic settings are described, as are changes in the traditional bargaining relationship that can be made prior to the initiation of bargaining, or during the bargaining interaction itself. Tactical considerations in creative bargaining, ways of increasing the problem-solving potential in the bargaining institution, the uses of third parties, and other approaches by which behaviors of the parties can change unilaterally to promote creative bargaining relationships are examined. References are included. (SW)

ED151252 SO010682
Towards Peace Education: Abstracts on Some Reports related to Conflict Resolution and Peace Education. Pedagogisk Dokumentation, No. 55, 1977.
Bjerstedt, Ake, Comp.; Gustafsson, Evy, Comp.
School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.
1977 92p.
Report No.: 55
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEJUL78
The document identifies and describes 90 sources of information on conflict resolution and peace education. All the sources are ERIC documents which were published during the period 1966-1976. For each entry, the following information is provided: author, title, source, date, pages, ERIC ED number, microfiche and/or hard copy availability, abstract, and "keywords" (descriptors). The entries span all educational levels, ranging from human awareness activities for kindergarteners to conference presentations about research on public attitudes and mass media. For elementary and secondary levels, the citations include descriptions of social studies programs in peace and global awareness, conflict resolution activities, multimedia resource guides, guidance suggestions for career development in peace studies, and a discussion of individuals' military responsibilities to their country. In the area of higher education, the citations include descriptions of college courses and formal programs in peace studies, guides to the structure and activities of international peace organizations, and reviews of research on attitudes and behavior related to peace and war, cooperation and aggression. (AV)

ED219875 CG016098
Role Play: A Conflict Resolution Tool for the School Counselor.
Bogal-Allbritten, Rosemarie; Lovins, Julie M.
Mar 1982 18p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140); CONFERENCE PAPER (150)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEJAN83
This paper addresses the use of one technique, role play, in the resolution of conflictual situations at various levels in the school system. While a variety of options for dealing with conflict are discussed, primary emphasis is given to that method which resolves the conflict and leaves the relationship intact. The method of role play and its use as a potential tool for conflict resolution are discussed along with a definition of role play, i.e., a technique through which an individual or a group simulates a real life situation. The conditions necessary for favorable role play are enumerated and the steps of a role play are described, including: (1) defining the problem situation; (2) detailing the problem situation; (3) making observer assignments; (4) performing the role play; and (5) discussing the role play. The limitations of role play as a creative tool for conflict resolution are also cited (e.g. age, individuals who are highly dogmatic, cannot tolerate challenges to their authority, or have severe emotional problems). An application of role play in an actual school setting is also provided. (JAC)

ED141649 CG011463
Advocacy and Institutional Racism.
Brophy, Michael C.; And Others
Sep 1976 30p.; Paper presented at the Annual Community-Clinical Workshop (6th, College Park, Maryland, November 4-6, 1976)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC77
The purpose of this paper is to provide a perspective on advocacy and advocate counseling for participants in the University of Maryland Sixth Annual Community-Clinical Workshop, 1976. It attempts to define relevant terms and outline a method of self-advocacy which can, if utilized properly, lessen the impact of institutional racism. The terms, institution, race, racism, advocacy and self-advocacy are first defined. Next, the origin and development of institutions within a social contract perspective is presented. Third, a theory of the development and diminishment of racist institutions in the United States is presented. Fourth, various advocacy efforts are presented and analyzed regarding their impact upon institutional racism. Particular emphasis is made on the distinctions between advocacy "on behalf of" efforts and self-advocacy efforts. In addition, the Advocate Counseling Model, a self-advocacy approach espoused by authors, is heavily stressed in this paper and in the workshop. (Author)

ED141650 CG011464
Self-Advocacy as a Means of Owning the Social Contract.
Brophy, Michael C.; And Others
Nov 1976 34p.; Not available in hard copy due to marginal legibility of original document. Paper presented at the Annual National Conference on Urban Education (2nd, Milwaukee, Wisconsin, November 22-24, 1976)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEDEC77
The purpose of this paper is to report on the role of advocacy in the urban milieu. It explores the following areas: (1) history and current status of advocacy; (2) review of some advocacy efforts; and (3) significance of the Advocate Counseling Model, a legal and therapeutic counseling model to help people to advocate for themselves. It is of vital concern to those working and participating in the urban education arena that they be appraised of this emerging area of advocacy and self-advocacy, since one of the crucial questions of the 1970's is: How well are current theories and practices equipped to handle the increasing complexity of urban educational problems? (Author)

ED169014 SP014009
Needs Assessment: Determining Project Goals and Establishing the Change Relationship.
Brown, Carlton E.
New Hampshire Univ., Durham.; Portsmouth Public Schools, N.H.
1978 14p
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEAUG79
The basic problems faced by those implementing a project of assessing school needs and initiating change are discussed. An example of a teacher corps project funded for such an endeavor is summarized. How the initial problems of assessing needs to determine project goals and establishing a credible change relationship with school personnel were handled is described. Emphasis was placed on giving teachers the power and training to determine the focus methods for the two larger parts of the assessment program: needs of teachers and students. To this end, members of the staff received training in needs assessment and design. The importance of resolving conflict between staff and administration, of establishing trusting relationships between the agents of change, and of sharing the decision making process is emphasized throughout this report. (JD)

ED146197 95 TM006574
Final Formative Evaluation Report for Social Conflict and Negotiative Problem Solving (SCANPS). Improving Teaching Competencies Program.
Butman, Jean W.
Northwest Regional Educational Lab., Portland, Oreg.
Jan 1977 112p
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.
Contract No.: 400-76-0046
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAR78
A workshop in social conflict and negotiative problem solving was developed by the Improving Teaching Competencies Program of the Northwest Regional Education Laboratory. Participants--teachers, administrators, and other school personnel--were provided with multiple opportunities to be involved in learning about conflict at personal, interpersonal, and organizational levels. The five-day workshop included role playing activities and a simulation of a negotiation situation. Various training sessions are described, as well as the participants' reactions to these activities. The organization of the workshop, and requirements for conducting the program are briefly discussed. The questionnaires distributed to workshop participants, and a review of the literature on conflict and conflict resolution are also included. (GDC)

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EJ275695 CE512891
Resolving an Incident of Academic Dishonesty: Plagiarism.
Carmack, Betty J.
Nurse Educator, v8 n1 p9-12 Spr 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Describes the emotions encountered in confronting nursing students involved in plagiarism and presents the experience as a process involving denial, anger, and resolution. Evaluates and recommends that nurse educators be prepared to deal with academic dishonesty. (JOW)

EJ178590 SO506294
Teacher Power--A Fantasy
Clark, Todd, Ed.
Social Education, 42, 5, 411,412-3 May 1978
Reprint Available (See p. viii): UMI
Language: ENGLISH
A fictional story about a teacher embroiled in controversy among parents, other teachers, and community members because of a course he teaches. Points out that commitment, sophistication, and courage are needed by teachers who deal with sensitive issues. (AV)

EJ160390 EA508484
Can Teachers Use a Workshop in Conflict Resolution?
DeCecco, John P.; Richards, Arlene K.
NASSP Bulletin, 61, 408, 70-75 Feb 1977
Language: ENGLISH
Discusses the importance for teachers of conflict resolution through negotiation and describes a model teachers' workshop on conflict resolution. (JG)

EJ220138 SE526949
Commentary: Societal Technology: A New Frontier.
Decker, John P.
BioScience, v30 n3 p177-80 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
The role of technology throughout history and its relationship to science is discussed. The new frontier of societal technology is considered in terms of human behavior and misbehavior in the face of conflict. (SA)

EJ248233 CG520901
Cognitive Processes in Intimate Conflict: II. Efficacy and Learned Helplessness.
Doherty, William J.
American Journal of Family Therapy, v9 n2 p35-44 Sum 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Presents the second part of a cognitive model of family conflict. Proposes that high efficacy enhances persistence in family problem solving while low efficacy inhibits such efforts, and that chronic low efficacy may lead to learned helplessness responses in family members. (Author)

EJ217312 CG517491
Preventive Intervention to Reduce Conflicts among Students.
Dragoon, Marion; Klein, Robert
School Counselor, v27 n2 p98-103 Nov 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Describes an intervention program at the Herbert H. Lehman High School in Bronx, New York. A conflicts class was introduced to reduce violence and tensions among students. Trust and openness increased, and fear of the loss of control was allayed through counseling, interpersonal relationships and activities, and video tape feedback. (BEF)

ED125128 EA008456
Strategy for Dealing with Conflict.
Ellison, John W.
.1976 7p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV76
This list of guidelines for teachers confronted with conflict situations is intended to fill a gap in the literature, which deals almost exclusively with conflict and personnel problems from the administrator's point of view. The author lists steps for teachers to follow before, during, and after a problem arises. These guidelines emphasize the importance of establishing good relations with administrative personnel, of keeping options open, and of carefully recording (and in some cases, notarizing) all interaction with the persons involved in the conflict. (DS)

EJ226022 PS509558
An Ecological Validation of Social Cognitive Development.
Enright, Robert D.; Sutterfield, Sara J.
Child Development, v51 n1 p156-61 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Two classrooms of first graders (N=40) were administered Damon's moral judgment measure, Shure and Spivack's social problem solving measure, and the Stanford-Binet vocabulary. Concurrently, two observers in the children's school environment recorded incidences of successful resolutions of interactions, amount of derogation, and the number of times a child was approached by peers. (JMB)

EJ221054 CG517989
Avoidance-Approach: The Fifth Basic Conflict.
Epstein, Seymour
Journal of Consulting and Clinical Psychology, v48 n5 p1016-23 Oct 1978
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Demonstrates that approach gradients can be steeper than avoidance gradients. An individual with an avoidance-approach conflict, placed on the goal side of the intersection of the gradients, would enthusiastically approach a goal previously avoided. Implications of avoidance-approach conflict are discussed. (Author/BEF)

ED189508 CG014533
Interpersonal Problem Solving: A Developmental Analysis.
Feldgaier, Steven; Serafica, Felicisima C.
Apr 1980 17p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (51st, Hartford, CT, April 9-12, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEDEC80
To date, the focus of research has been to demonstrate the link between interpersonal problem-solving skills and adjustment. Little attention has been given to the study of how specific interpersonal problem-solving abilities evolve or to age-related changes in overall ability. White students (N=30) identified as socially well-adjusted, academically proficient and of at least average intelligence, completed the Test of Interpersonal Problem Solving, the Means-Ends Problem Solving Test, and the Peabody Picture Vocabulary Test. Grade- or age-related changes were found in all of the skills required at each step of the interpersonal problem-solving process, except alternative thinking. There was a consistent increase with age in children's abilities to recognize problems, consider information, foresee consequences, plan steps, and select solutions. Kindergarteners defined situations in concrete, simplistic terms and generated more forceful solutions than older groups who expressed more abstract conceptualizations. In general, interpersonal problem-solving ability appeared to be a developmental process characterized by quantitative and qualitative sequential changes. (Author/NRB)

ED148712 SO010843
The Arab-Israeli Conflict: A Decision-Making Game. Revised Edition. Supplementary Empirical Teaching Units in Political Science.
Feste, Karen Ann
American Political Science Association, Washington, D.C.
Jan 1977 72p.
Available from: American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 ($3.50 paperbound)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: MISCELLANEOUS (999)
Journal Announcement: RIEMAY78
The Middle East decision making game has been developed to provide college level political science students with some indication of the complexities of international political situations. The central issue examined in the game is the way in which perceptions of a conflict relate to foreign policy decision. The game is divided into two sections. In the first section, students are directed to study historical data and policy statements relating to the Arab-Israeli conflict. Some data is presented in the document, along with analysis exercises and simple statistical and computer assignments, and some data is gathered through library research. Major topics which students are to analyze include complexities facing decision-makers, military variables in the Middle East situation, the role of the United Nations, interest group attitudes, the Middle East Policy, Zionism, Palestinian refugees, the Suez Canal, and oil. Section one can be utilized as a self-contained module without the role-playing exercise. Section two describes and presents rules and regulations for the Middle East role-play exercise. Students are assigned positions on a game team (an Arab nation, the United States, the United Nations, the Press) and are asked to write a policy paper which is received and responded to by other teams. Policy papers, called game moves, deal with topics such as formation of military alliances, foreign aid agreements, and mobilization of military forces. Forms for recording game moves, identifying issues emphasized in the game, and evaluating the game are included. (Author/DB)

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ED194284 CG012438
The Inventory of Pre-Marital Conflict: Clinical and Educational Applications.
Fournier, David G.; And Others
1977 33p.; Best Copy Available
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: TEST, QUESTIONNAIRE (160)
Journal Announcement: RIEOCT78
The Inventory of Pre-Marital Conflict (IPMC) is a systematic procedure for the diagnosis and assessment of pre-marital conflict and related issues. The self-report component of the IPMC involves a series of 18 hypothetical conflict situations. The individual responds to each of these by evaluating who is primarily responsible for the problem, and by choosing the most desirable solution. This instrument provides the degree of actual conflict, perceived conflict, empathy level, accuracy of predicting the partner's responses, and types of authority for both individuals and couples. In addition, group norms are provided for comparative purposes. Items found to be particularly relevant for the couple are selected for the tape recorded interaction task in which the couple re-evaluates each problem situation and decides upon a joint solution. From this task, indicators of communication styles, problem-solving, decision-making, and conflict resolution skills and win scores can be obtained. Information obtained from the IPMC can be used to focus couple discussion, to aid in the formulation of treatment objectives in pre-marital counseling, and to evaluate the effectiveness of the counseling or educational programs. (Author)

EJ183933 CG512763
Life Styles and Conflict-Coping Structures
Friedlander, Frank; Green, P. Toni
Group and Organization Studies, 2, 1, 101-110 Mar 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
The hypothesis was that structures built by group members in dealing with conflict and decision making would be contingent on their life styles. Three different sets of groups of persons with homogeneous life styles created three different (and predicted) structures in a problem-solving task. (Author)

ED191829 SP016652
Committee Leadership: Group Problem-Solving and Conflict Resolution. Paper No. 85.
Fry, John P.
Michigan State Univ., East Lansing. Learning and Evaluation Service.
1979 102p.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEJAN80
This guide presents suggestions to committee chairpersons for making meetings more effective. The three broad sections of this guide address: (1) preparation of the agenda and physical arrangements for the meeting; (2) management of meetings to avoid negative outcomes; and (3) methods to overcome blocks in conflict resolution and decision making. Examples of frequent problems occuring at committee meetings are illustrated along with several solutions. Appendices include tips on problem solving, identifying constraints before brainstorming for ideas, comparing and ranking ideas, and gaining acceptance for a proposal. (CJ)

EJ267887 CE531239
Managing People Conflicts.
Gamon, Julia
Journal of Extension, v20 p27-31 Sep-Oct 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Outlines an eight-step confrontation technique designed to aid the resolution of conflict. (SK)

EJ259031 CE531879
Using Video to Resolve Community Conflict.
Gay, Geri
Journal of Extension, v20 p21-24 Mar-Apr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Using video to communicate between two opposing groups lets each side work through the issue's emotional aspects and outlines possible solutions. (Author/JOW)

EJ146395 CS712008
Everybody Wins, No Losers in Goldaber's Approach
Gluckman, Paul
Communication: Journalism Education Today, 10, 18 F 1978
Language: ENGLISH
Suggests a strategy of conflict resolution, used in worldwide negotiation, police and community struggles, and labor disputes, which may be readily applied to conflicts within the public school system. (RS)

EJ156323 AA525063
Keeping the Fight Out of Title IX: Some Conflict Management Methods
Goddard, Nattye
Thrust for Education Leadership, 6, 1, 15-8 Oct 1976
Language: ENGLISH
Presents a number of conflict resolution skills and strategies which can be effective in handling the conflicts arising from the predictable differences--indeed hostilities--associated with Title IX. (Author/RK)

EJ223023 CG518204
Interpersonal and Impersonal Problem-Solving Skills in Mildly and Clinically Depressed University Students.
Gotlib, Ian H.; Asarnow, Robert F.
Journal of Consulting and Clinical Psychology, v47 n1 p86-95 Feb 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Students were administered the Beck Depression Inventory, the State-Trait Anxiety Inventory, the Means-Ends Problem-Solving Procedure, and the anagram task used in investigating learned helplessness. Negative correlation was found between depression and interpersonal problem-solving ability. Only anxiety correlated with anagram performance. In interpersonal problem solving, nondepressed students performed better than depressed counselees. (Author/BEF)

ED150120 95 SP012132
Social Conflict and Negotiative Problem Solving. Trainer's Manual.
Groth, Gretchen A.; And Others
Northwest Regional Educational Lab., Portland, Oreg.
Apr 1977 241p.; Some pages of the document may not reproduce clearly due to colored background
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.
Contract No.: 400-76-0046
Available from: Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEJUN78
This document is a trainer manual for a five-day workshop on social conflict and negotiative problem solving. Objectives of the workshop include an understanding of (1) personal orientation to conflict; (2) differences between collaborative, negotiative, and win-lose conflict-solving strategies; (3) in-depth conditions and processes for successful negotiative problem solving; (4) basic concepts of power; (5) basic concepts of self-interest; (6) procedures for diagnosing power, resources, policies, and meaning in conflict situations; (7) differences between assertiveness, nonassertiveness, and aggression; (8) bargaining processes; and (9) processes and strategies for negotiating. Materials include workshop time schedules, general agenda, detailed process directions, activities, and thirty supplementary papers to be read by workshop participants. (HUB)

EJ150818 SP505161
An Investigation of Factors Associated with a Teaching Problem Simulation
Heafele, Donald L.
Simulation and Games, 7, 3, 311-20 Sep 1976
Language: ENGLISH
Potential correlates were investigated to discover variables that identify or discriminate among good and poor solvers of simulated teaching problems, thereby aiding preservice and inservice teacher selection. (MB)

ED136177 CG011437
Presentation Summary of Decision Making for Life Cycles.
Harrington, Pamela C.
8 Mar 1977 12p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Dallas, Texas, March 6-9, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEAUG77
This guide discusses the need for decision making expertise, and the steps to attain it. First, human beings are forever encountering the necessity to make choices, because they are constantly striving to adapt to their environment and to co-exist with others. Second there is an expectation that individuals will be independent. Third, psychological research has brought to the foreground literature introducing an adult development pattern. The following steps should be taken in decision making: (1) identification of the problem; (2) identification of alternatives; (3) gathering of information; (4) evaluation and (5) selection. (Author/JLL)

EJ243844 EA514132
Reaching Consensus Using the Delphi Technique.
Hartman, Arlene
Educational Leadership, v38 n6 p495-97 Mar 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); PROJECT DESCRIPTION (141)
A modified Delphi Technique can be used to reach consensus in decision making and conflict resolution. Such an approach was used in the Paramus (New Jersey) Public Schools to resolve a conflict between principals and a committee of parents, students, and specialists concerning a program for gifted and talented students. (Author/MLF)

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ED224405 HE015714
The Art and Process of Negotiation: An Area Health Education Center Model.
Hassan, Umar A.
[1982 21p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEMAY83
The negotiating relationship of a medical school and a community-based organization is examined, based on the point of view of a negotiator and the California Area Health Education Center (AHEC) System model. The Health Professions Educational Assistance Act (1974) funds medical schools to negotiate the use of a portion of their educational resources with specific representatives of medically underserved communities. The goal of the legislation is to improve the distribution, supply, quality, utilization, and efficiency of health care and to encourage the regionalization of educational responsibilities. The negotiation process between the medical school and the AHEC concerns the location and use of some of the educational resources of the medical school to increase the number of primary health care practitioners in the AHEC service area. The legislation defines partially how the medical schools will interrelate with the community. The California AHEC project is based on a cooperative agreement between the University of California Board of Regents and the federal government. Each campus of the University of California system has a specific region within which it must collaborate with one or more AHEC's in the development of reciprocal relationships. The AHEC director, as conciliator, needs to communicate the trading sets of positions effectively and to know the language of medical education and the medical school's constituencies. Reference is made to the following concepts: consensus formation, bargaining field, Prisoner's Dilemma, and the Osgood Proposal. (SW)

EJ233606 CE510081
Conflict Resolution and the Communication Myth.
Haw, Mary Ann
Nursing Outlook, v28 n9 p566-70 Sep 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
The author claims that open communication and extended dialog can be destructive, while bargaining and compromise can be more successful in resolving conflict. She discusses origins of the communication myth, situations where communication fails, alternatives to destructive dialogue, acknowledging incompatibility, the bargaining process, and faculty conflicts. (CT)

ED158344 CS502203
Perceived Immediate Superior Credibility and Homophily as a Function of External Conflict within a Military Organization.
Hellweg, Susan A.
Apr 1978 34p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 1976)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN79
Twenty-five groups, each consisting of one superior and three subordinates, participated in a problem-solving exercise to test the hypotheses that subordinates who are exposed to external conflict, in conjunction with their immediate superior, will perceive their immediate superior as more credible and more homophilous than those who are not exposed to external conflict. The groups were composed of military men who normally worked together in prescribed roles. Two thirds of the groups were exposed to the "external conflict" treatment while the remaining one third served as control groups and were exposed to the "no external conflict" treatment. A posttest measure for credibility and homophily was administered to the subordinates; no superiors completed the measure. Just prior to the administration of the posttest, a brief questionnaire was given to all subordinates to determine whether or not they perceived conflict while participating in the exercise. The results did not provide clear support for the hypotheses. No significant differences in the credibility and homophily of superiors as perceived by subordinates were found between the experimental and the control groups. (FL)

EJ288403 EC150426
Solving School-Related Problems.
Henley, Charles; Spicknall, Harrold
Exceptional Parent, v12 n4 p21-28 Aug 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); NON-CLASSROOM MATERIAL (055)
The article gives parents of a handicapped child a five step problem solving approach to solving conflict with the child's school. (DB)

EJ278819 SP512795
Solving School-Related Problems.
Henley, Charles; Spicknall, Harrold
PTA Today, v8 n5 p8-10 Apr 1983
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Steps are outlined that parents of handicapped children may follow if they wish to pursue complaints about their child's education. The steps include: (1) identifying the problem; (2) understanding the school system organization; (3) knowing their rights; and (4) trying to reach informal agreements before using legal remedies. (PP)

EJ220890 CG517825
A Review of the Problem-Solving Literature and Its Relationship to the Counseling Process.
Heppner, P. Paul
Journal of Counseling Psychology, v25 n5 p366-75 Sep 1978
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); BIBLIOGRAPHY (131)
The problem-solving process within counseling was analyzed by extending a problem-solving model proposed by D'Zurilla and Goldfried. The counseling process is a problem-solving event, a perspective that may lead researchers into new research problems and greater specificity. Research from psychological, industrial, and counseling fields delineated essential problem-solving skills. (Author)

EJ237653 SP510113
Togetherness--The Health Care Team.
Hirata, Isao, Jr.
Journal of the American College Health Association, v29 n1 p5-6 Aug 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); CONFERENCE PAPER (150); POSITION PAPER (120)
The most outstanding characteristic of the American College Health Association is its propensity for a ceaseless and continuing altercation. This paper stresses the importance of teamwork within the medical profession. (JN)

ED194995 EA013050
Administration and Policy-Making in Education: The Contemporary Predicament.
Housego, Ian E.
British Columbia Univ., Vancouver. Center for Continuing Education.
1980 11p.; Published in "Canadian and Comparative Educational Administration" (EA 013 022). Based on a paper presented at the International Intervisitation Program in Educational Administration (4th, Montreal and Vancouver, Canada, May 1980). For related documents, see EA 013 022-049.
Available from: Not available separately; see EA 013 022.
Document Not Available from EDRS.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120); REVIEW LITERATURE (070)
Geographic Source: Canada; British Columbia
Journal Announcement: RIEAPR81
This paper is based on the assumption that the educational administrator is the mediator in policy development. The author sees the administrator as caught between two conflicting approaches to policy-making--one characterized as "rational" and the other as "political." In attempting to deal with this dilemma and with the dilemma of shrinking resources, administrators find themselves in a "reactive adversarial stance," that is, they are forced to react instead of act, they must mediate among groups in bitter conflict, and in consequence, administrators typically seek to escape from problems rather than to solve them. It is suggested that to become more effective policy-makers in education, educational administrators need to take a comprehensive view of policy-making that combines both the rational and political approaches. It is also urged that the efficacy of this new approach be measured by what Coleman calls "policy research" (designed to guide social action) and "discipline research" (designed to add knowledge to a scientific discipline). This attempt at an integrated approach to policy-making must focus on the administrator as a mediator who mediates among evidence that is both rationally-based and politically-based. (Author/JM)

ED136824 JC770193
An Analysis of Some Aspects of Social Conflict at Henry Ford Community College (1963-1973). Research Summary #4
Howe, Ray A.
Academic Collective Bargaining Information Service, Washington, D.C.
Mar 1977 13p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAUG77
This paper summarizes the findings of a ten-year longitudinal research study of attitude changes among faculty resulting, at least partially, from their collective bargaining experience. The study focused on Henry Ford Community College (Michigan), using the participant-observation approach. A number of techniques for gathering qualitative information were employed, including direct observation, informant interviewing, document analysis, direct participation, and attitudinal survey. In addition, the study was based on the assumption that social conflict generated as a consequence of efforts toward a faculty constitution and a faculty contract, contains within itself certain elements which tend to ameliorate the conflict and give it a tolerable style. The study thus attempted to apply the principles of Clark and the propositions of Coser. Results of the study are reported in an itemized fashion in accordance with the principles and propositions of Clark and Coser. Overall, the study found that faculty attitudes had shifted from hostile and conflict-oriented to aggressive and resolution-oriented, thereby lending support to the notion that collective bargaining, through the grievance process, can be viewed as a viable dispute-resolving mechanism. Further, and with few exceptions, the attitudes and perceptions of faculty and administration were found to be very similar on most matters. (Author/JDS)

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EJ144904 HE507783
Creating a Personnel Administration Function for the New Decade
Ingster, Bernard
Journal of the College and University Personnel Association, 27, 2, 28-32 Apr-May 1976
Language: ENGLISH
The personnel administration function is discussed as a challenge issue for the college president. The president must be persuaded to view the problems of academic human resource management as significant ones for him to consider. (LBH)

ED129010 95 CS501416
Instruction in Conflict Resolution.
Jandt, Fred E.; Hare, Mark
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
1976 32p.; Theory into Practice (TIP) Series
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-75-0029
Available from: Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 ($1.40 members, $1.50 non-members)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIENOV76
Intended for use by teachers who are concerned with making effective responses to conflict in the classroom, this booklet describes the nature of adolescent conflict and the differences between conflict, competition, and cooperation. The theory section of this work analyzes some of the major concepts and research findings emphasized in the study of communication and conflict resolution. In the practice section, activities designed for classroom use in speech, English, social studies, guidance, or other curricula to enhance conflict resolution skills are outlined. Six major activity categories are discussed: role playing, gaming, games and exercises, simulations, films, and complete resource packages. (KS)

EJ198028 EC113281
A Heuristic for the Analysis of the Nature and Extent of a Problem.
Jensen, J. Vernon
Journal of Creative Behavior, v12 n3 p168-80 Sum 1978
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
Discussed are five dimensions through which one may better analyze and understand the nature and extent of a problem. (BD)

EJ220029 RC503723
Application of Small Group Theory to Adventure Programs.
Jensen, Mary
Journal of Experiential Education, v2 n2 p39-42 Fall 1979
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
The article briefly explains three stages of small group development and suggests ways to apply existing knowledge of group dynamics to outdoor education settings. The article explains the role of expectation, conflict, and stress in behavior change that occurs in the context of extended field excursions. (SB)

ED184922 SO012437
Salt II: Illusion and Reality. World Order Models Project. Working Paper Number Nine.
Johansen, Robert C.
Institute for World Order, New York, N.Y.
1979 19p.
Available from: Institute for World Order, 777 United Nations Plaza, New York, NY 10017 ($1.50, quantity discounts available)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: REVIEW LITERATURE (070); POSITION PAPER (120)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG80
The document discusses miscalculations by public officials, arms control experts, journalists, and the general public regarding the Strategic Arms Limitation Talks; assesses the Salt II treaty; and suggests criteria for appraising Salt II. The objective is to stimulate research, education, dialogue, and political action which will contribute to a movement for a just world order. It is suggested that miscalculations regarding Salt II stem from failure to conduct a comprehensive and rigorous evaluation in light of criteria which take future security needs into account. Six criteria are suggested--the likelihood that Salt II will slow the arms buildup, lead toward renunciation of nuclear weapons, lead toward abandonment of the arms competition, increase public understanding of the causes of the arms buildup, stimulate more effective public pressure to achieve comprehensive arms reductions, and/or strengthen multilateral demilitarization procedures by international organizations. The conclusion is that if decision makers and other interested people apply these criteria to the Salt II treaty, they will concede that negotiation and ratification have facilitated mounting military expenditures and destructive capability without enhancing security. (Author/DB)

EJ211494 PS507805
Learning to Solve Class-Inclusion Problems: The Roles of Quantification and Recognition of Contradiction.
Judd, Susan A.; Mervis, Carolyn B.
Child Development, v50 n1 p163-69 Mar 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
The results of two experiments showed that five year olds can learn to solve class-inclusion problems if they are forced to consider the contradiction between their incorrect answers and their correct counting of the superordinate and subordinate classes. (JMB)

EJ188069 UD506425
Negotiating Trouble: The Social Construction and Management of Trouble in a College Psychiatric Context
Kahne, Merton J.; Schwartz, Charlotte Green
Social Problems, 25, 5, 461-75 Jun 1978
Reprint Available (See p. viii). UMI
Language: English
Calls attention to a process of social negotiation in specific contexts between the distressed person and those with whom he/she is involved that shapes the way troublesome events are progressively understood. (Author/AM)

ED194191 PS011782
Brotherhood/Sisterhood Begin at Home: Notes on Sibling Rivalry.
Katz, Lilian G.
Nov 1979 8p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEMAR80
Parents who are frequently frustrated and troubled by rivalry among their children may find the following suggestions helpful. If fighting between siblings is bothersome, stop it. Don't lecture, moralize or nag. Once the unpleasant behavior is stopped, look for possible causes and ways of dealing with it. Children's versions of disputes and other troubles should be acknowledged, even if they are wrong. For instance, preschool children who indicate that they feel left out can be helped if adults give them individual attention and participate with them in an activity they really enjoy. It is important to reassure a child that attention will be given to each individual person's unique needs. Resist the temptation to motivate children by comparing them to others. Children can help parents understand other children. Parents should genuinely listen to their children's insights and suggestions and let them know their insights have warranted notice and reflection. Children should be taught to take pleasure in one another's good fortune. They consistently should be reminded of their unalterable or irrevocable belonging to their parents and to each other. To do so strengthens their inner sense of safety, which is perhaps a prerequisite for the development of the capacity for brotherly and sisterly love. (Author/RH)

EJ197922 EA511021
Principles of Conflict Resolution.
Kelley, Edgar A
NASSP Bulletin, v63 n428 p11-17 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
Focuses on the identification of principles and strategies to be followed in conflict resolution. (Author/MLF)

ED203819 HE014088
The Uses of Crisis: Taking the Tide at the Flood. ASHE Annual Meeting 1981 Paper.
Kerchner, Charles T.; Schuster, Jack H.
Mar 1981 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 1981).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: GENERAL REPORT (140); POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; California
Journal Announcement: RIENOV81
The management strategy of calling attention to problems and labeling them as crises is discussed as a method of coping with prolonged periods of shrinking resources. Part I, "Entering the Realm of Crisis," discusses the importance of defining a crisis, the crisis as an organizational good, and when to declare a crisis. Two types of crises are identified: (1) the manifest crisis, which is one readily apparent and whose menacing nature speaks for itself and commands attention and (2) the opaque crisis, which barely is visible, if at all, and often reflects a chronic problem which, while weighty, does not dramatize itself. Part II, "Six Cases of Response to Organizational Adversity," examines the experiences of the following: Flagship University; Rockroad Community College; Industrial City High School District; State Board of Higher Education; and Hillside State College. Part III, "The Rules of Crisis Management," offers five conclusions: (1) effective declaration of a crisis is contingent on the credibility of an institution's management and perception; (2) a declaration of a crisis, to be successful, must lead to substantial benefit to the organization; (3) the declaration of a crisis should be highly visible and unequivocable; (4) after the crisis is declared it must be managed conspicuously; and (5) the crisis needs to be terminated. Several management tactics employable for crisis termination are illustrated in the case examples, such as: deriving strength from weakness by binding oneself to a future that would be distasteful to the institution if allowed to take place; to make use of an interviewing outside party to dramatize the seriousness of the problem; and to make use of a crisis council). References are provided. (LC)

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EJ148024 HE507903
A Committee That Actually Works
Klop, Robert P.
AGB Reports, 18, 5, 31-4 Sep/Oct 1976
Language: ENGLISH
Joliet Junior College's board found it had a campus-wide communications problem that was helped by a campus-wide committee. Its specific purpose is to communicate about problems that are of concern to all of the campus population, including board, faculty, administration, staff, and students. (LBH)

ED136127 CG011159
The Pyramid Problem Solving Model.
Klassen, Daniel
May 1976 30p.; Paper presented at the Annual Convention of the Canadian Guidance and Counselling Association (Halifax, Nova Scotia, May, 1976)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAUG77
There is much to be read and said about the value of group counselling. The central purpose of this paper is not to convince someone of the merits of group work but rather to describe a group counselling model which has met with some success. The Pyramid Problem Solving Model is based on a series of tasks which, if completed, propose to aid the client to see his concerns as less ambiguous and confused and more specific and concrete; he will see himself as less helpless and powerless and more in a position of control over the responses he is receiving from his environment; he will see himself as less apart from his school and more a part of his peers and school. (Author)

ED139802 SP011113
Dean Power: Or, on Providing Good Reasons Why Someone Should Not Do Something.
Koff, Robert H.
Apr 1976 15p.; Paper presented at the American Educational Research Association Meeting (San Francisco, California, April 1976); Best copy available
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEOCT77
This paper presents a realistic assessment of the pressures and problems facing college deans. Deans are in the position of having to deal with their faculty on one hand and the university administration on the other, placing them in the position of balancing interests and interpreting positions between two groups who often do not understand each other's problems. Negotiating skills are important in this position, and it is also important to keep an objective and balanced attitude. The relationship of a dean to his faculty is of basic importance in solving problems and conflicts. A continuing dialogue with the professors in his department and a mutual trust firmly established is one of the best bases for a dean to function from and a strong contributing factor to success in this position. (JD)

EJ275488 TM507684
How Evaluators Can Deal with Role Conflict.
Korr, Wynne Sandra
Evaluation and Program Planning: An International Journal, v5 n1 p53-58 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Unclear professional norms create problems of role conflict for program evaluators. Four circumstances that produce role conflict and suggestions for dealing with each one are examined. The influence of organizational context on role conflicts is also considered. (Author)

EJ287886 CE512397
Disagreement Is Okay.
Kraten, Steve
Journal of Extension, v20 p22-26 Sep-Oct 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Dissent is an integral part of human relations, one that can stimulate creative problem solving. Four major strategies for dealing with dissent are power, compromise, consensus, and synergy. (SK)

ED186317 SO012551
Noncoercive Inducements in International Conflicts.
Kriesberg, Louis
19 Mar 1980 23p.; Paper presented at Annual Meeting of the International Studies Association (Los Angeles, CA, March 19, 1980).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S.; New York
Journal Announcement: RIESEP80
This paper examines noncoercion in international struggles, reviews instances in which positive inducements were combined with or used instead of coercion, and analyzes conditions affecting the utilization and effectiveness of noncoercive means in conducting international relations. Coercion refers to actual and threatened violent and nonviolent negative sanctions including use of military force, threat of bombings, and economic boycotts. Noncoercion is interpreted to include persuasion (one party's efforts to convince an adversary to accede to its requests) and reward (positive sanctions and/or offers to the adversary of something it values and accepts in anticipation of a reciprocating concession). Examples of noncoercion in international struggles include negotiations between Israel and Egypt following President Sadat's visit to Jerusalem in 1977, the Nuclear Test Ban Agreement in 1963, and withdrawal of the Soviets from Austria in 1958. These instances were all part of larger conflicts beset with escalations, de-escalations, violence, negotiated agreements, and continuing tensions. The conclusion is that noncoercive means will be more effective in solving international struggles if all adversaries act on the assumption that even the most bitter enemies have some common interests, coercive alternatives are too costly, noncoercive inducements must be attractive and realistic, and the motives, interests and perceptions of all negotiators are of paramount importance. (Author/DB)

EJ277880 CE513151
Conflict Management.
Lawhon, Tommie; Jacobson, Arminta
Illinois Teacher of Home Economics, v26 n4 p145-48 Mar-Apr 1983
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Teachers are expected to provide guidance in coping, adapting, and managing conflicts. Ways to resolve conflict include achieving a balance between work and family life goals to increase personal, family, and work satisfactions. (SK)

EJ224229 RC503777
An Evaluation of Puppet Intervention in a Second Grade Classroom.
Leyser, Yona; Wood, Jacalyn
Education, v100 n3 p292-96 Spr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Functioning as a researcher, a second-grade teacher evaluated the effectiveness of puppetry in the reduction of student arguments and teacher intervention in those arguments. The teacher defined and observed the behaviors to be changed, designed and implemented the puppet intervention, and then observed the behaviors again, noting reductions in both. (SB)

EJ199154 AA529544
How to Run a Needs Meeting Meeting.
Ligon, Jerry
Clearing House, v52 n7 p338-39 Mar 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052); PROJECT DESCRIPTION (141)
The author describes a meeting at which he and his students jointly set classroom rules agreeable to everyone. He used the no-lose method of problem solving, posited by Dr. Thomas Gordon, author of Parent Effectiveness Training. The six steps of the method are elucidated. (SJL)

EJ192025 CG515299
A Method for Coping with Conflict in Problem-Solving Groups.
Likert, Renais; Likert, Jane Gibson
Group and Organization Studies, v3 n4 p427-34 Dec 1978
Reprint: UMI
Language: ENGLISH
The problem-solving method most often used in problem-solving groups is likely to create relationships among members of the group that will lead to a win-lose solution. To avoid this, members can list conditions they feel a solution must meet before they can accept it. (Author)

EJ285406 CE512188
Managing Conflict in Today's Organizations.
Lippitt, Gordon L.
Training and Development Journal, v36 n7 p68-72,74 Jul 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Management of conflict has assumed great importance among managers. It should be an essential part of the management development process. Human resource development planners should initiate skill training opportunities for supervisors, managers, and technical specialists in conflict resolution to allow for more effective problem solving and planning. (JOW)

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EJ154983 EA508108
Rules of the Road: Doing Something Simple About Conflict in the Organization
Livingston, Donald G.
Personnel, 54, 1, 33-39 Jan-Feb 1977
Language: ENGLISH

EJ264884 JC502893
Developing Conflict Resolution Skills.
Lodato, Francis J.
Momentum, v13 n2 p25-27 May 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Provides a rationale and suggests an approach for incorporating conflict resolution skills and insights into the elementary school social science curriculum. Points to problems in modern society attributable to individuals' lack of ability to reconcile inner conflicts and differences with others. (AYC)

EJ186532 CG514889
The Relationship between Employee Commitment and Conflict Resolution Behavior
London, Manuel; Howat, Gary
Journal of Vocational Behavior, 13, 1, 1- Aug 1978
Language: English
This study examined the relationships between the use of five conflict resolution strategies (withdrawing, smoothing, compromising, forcing, and confronting) and three measures of employee commitment (commitment to the organization, profession, and community). The relationships varied between the different types of commitment and between supervisors and subordinates. (Author)

EJ223823 EC122427
The Conflict Cycle.
Long, Nicholas J.
Pointer, v24 n1 p6-11 Fall 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Troubled children can greatly influence the behavior of their teachers. Interaction between a teacher and student follows a circular process in which the attitudes, feelings, and behaviors of the teacher are influenced and in turn influence the attitudes, feelings, and behaviors of the student. The five steps in the process are: self-concept, stress, feelings, observable behavior, and teacher reaction. (Author/DMB)

EJ145310 RC502179
The Will-O'-The-Wisp of Indian Unity
Lurie, Nancy Oestreich
Indian Historian, 9, 3, 19-24 Sum 1976
Language: ENGLISH
Discusses how intra-tribal disputes affect Indian unity. (ND)

ED199580 CG015001
Blame, Control, and Marital Satisfaction: Wives' Attributions for Conflict in Marriage.
Madden, Margaret E.; Janoff-Bulman, Ronnie
Sep 1980 34p.; Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). Best copy available.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEAUG81
Socio-psychological research concerning the relationship between attributions and coping with negative events unrelated to marriage suggests two constructs, blame and perceived control, which may influence conflict resolution in marriage. Married women (N=32) were interviewed in an investigation of attributions of control and blame for marital conflict and satisfaction with marriage. Each respondent was asked to complete a marital satisfaction questionnaire and to discuss two standard conflict situations and two conflicts from her own marriage. Results indicated that blaming one's spouse for marital problems was negatively associated with marital satisfaction and perceived personal control over conflicts was positively associated with marital satisfaction. Using exploratory path analytic techniques, a model of marital satisfaction emerged in which the wife's satisfaction was found to be related to her perception of both husband's and wife's contributions. The husband's role was traced through husband blame to seriousness of the marital conflict, whereas the wife's own role was traced through the wife's control to the problem's resolvability. Thus, the wife perceived her husband as the one who determined how negative their marital problems were, while she perceived herself as the major force behind the more positive aspects of resolving and avoiding conflicts. (Author)

ED189965 HE012888
Planning for Interinstitutional Cooperation. AIR Forum 1980 Paper.
Mahoney, Heidi L.
Apr 1980 32p.; Paper presented at the Annual Forum of the Association for Institutional Research (20th, Atlanta, GA, April 27-May 1, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; New York
Journal Announcement: RIEDEC80
Techniques for managing conflict between colleges were used as a context for evaluating interinstitutional goal setting. The specific study objective was to identify techniques used to stimulate and control creative dissension that is an essential part of significant cooperative endeavors. A questionnaire was pilot tested with 40 members of a cooperative consortium and the investigation was conducted with 111 directors of academic consortia. Participants were asked to rank on a six-point scale the relative effectiveness of 55 conflict management techniques and to indicate those which were used in their consortium. Results indicated that conflict is controlled primarily through avoidance. Techniques that rely on analysis of objective data are rarely used as the basis for decisions on cooperative programs. Test items that described broadly consultative procedures for the determination of goals to be achieved through joint efforts were perceived to be highly effective conflict management techniques. It is suggested that institutions that are concerned with advancing cooperation must first look at their institutional data bases and the possibility of developing standardized systems with cooperative institutions. Areas that are critical to the success of shared ventures include cost analysis, needs assessment, program assessment, and communication. (SW)

EJ231764 CG519379
Negotiating: A Conceptual Model.
Mastenbroek, Willem F.G.
Group and Organization Studies, v5 n3 p324-39 Sep 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Offers a conceptual model based on two encompassing perspectives: (1) negotiating as a set of dilemmas that are derived from the "cooperation-fighting" polarity and (2) negotiating as a composition of four kinds of activities, each connected to a different intention. (Author)

ED122343 95 EA007982
The Principal's Role in Instructional Planning. NAESP School Leadership Digest Second Series, Number 8. ERIC/CEM Research Analysis Series, Number 23.
Mazzarella, Jo Ann
National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
1976 31p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: OEC-0-8-080353-3514
Available from: National Association of Elementary School Principals, 1801 North Moore Street, Arlington, VA 22209 ($2.50)
EDRS Price - MF01/PC02 Plus Postage
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIESEP76
Although the principalship has existed for almost a century and a half, principals' roles are as varied as their surroundings and almost as difficult to generalize about. No part of the principal's role is debated with more fervor than the role he or she must play in the instructional program. As school systems have become more bureaucratic, many principals have come to feel like little more than superintendents' clerks. Some of the current literature about the conflicting roles of principals and ways around the administrative roadblocks is discussed in this review. (Author/MLF)

EJ236976 HE513659
Conflict and Mediation in the Academy.
McCarthy, Jane E.
New Directions for Higher Education, No 33 (Resolving Conflict in Higher Education) v8 n4 p1-8 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Nonadversarial approaches to conflict resolution should receive increasing attention from educators facing increased government regulations, stable budgets, and diminished spending power. Mediation, with its emphasis on accommodation and cooperative problem solving, can reinforce the education community's commitment to reasoned discourse and collegiality. (MLW)

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ED169593 CS502486
Collective Bargaining: An Administrative Perspective.
Merrian, Mary-Linda
Nov 1978 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIESEP79
Because the existing provisions for communication between the administration and faculty of Emerson College had been ineffective, in 1978 the responsibility for contract negotiations was delegated to faculty and administrative teams. The key contract issues identified by the administrative team consisted of revising a clause pertaining to faculty salaries, adding a management rights clause, developing the section on faculty status (appointment, reappointment, promotion, and tenure), defining the role of the department and division chairpersons, setting procedures for yearly faculty evaluations, and rewriting the policy statements that applied to Emerson. To establish team discipline, issues were researched and debated within the teams for three months prior to the negotiations. Guidelines finally adopted by both sides included submitting proposals and counter-proposals in writing, bringing in resource persons with the approval of all members of both teams, initialing articles that were tentatively agreed upon, setting an agenda and meeting time, keeping separate sets of notes, and keeping all agreements tentative pending completion of the final package. Through this communication process, the contract was ratified unanimously by the administration and with only three negative faculty votes. (HAI)

ED121731 95 SP009991
Interim Milestone Cycle I Evaluation Progress Report. Social Conflict and Negotiative Problem Solving.
Milczarek, Gary
Northwest Regional Educational Lab., Portland, Oreg.
Jan 1976 33p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.
Contract No.: NE-C-00-3-0072
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEAUG76
This progress report contains a summary of an evaluation of the Cycle I field trial of the Social Conflict and Negotiative Problem Solving instructional system, which was developed by the Improving Teaching Competencies Program of the Northwest Regional Educational Laboratory. The evaluation was done to document the field trial workshop, collect data for reporting development and evaluation progress to the National Institute of Education, and provide information helpful to the developers in strengthening the instructional system. The report contains three sections: (1) the evaluation method which summarizes background information about the test site and participants and outlines the evaluation activities; (2) the evaluation results; and (3) recommendations for development and evaluation. The report states that the field test and evaluation of the workshop were held with educators from four school districts in Orange County. It also states that the workshop had 13 objectives, some of which included: (1) accepting conflict as a natural part of social reality, (2) understanding the strengths and weaknesses of alternative ways of coping with conflict, (3) understanding a negotiative problem solving model, (4) increasing ability to recognize legitimate self-interests in conflict situations, (5) understanding the phenomenon of power, and (6) integrating workshop learnings and applying these to home settings. According to the report, results of the evaluation indicated that most participants rated the workshop as helpful in attaining most of the 13 goals. Tables and references are included. (CD)

EJ241874 CE510835
Training Bicultural Leaders.
Minehan, Paula L.; And Others
Journal of Nursing Administration, v11 n3 p37-41 Mar 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Describes a hospital-sponsored program to train bicultural leaders to ease the school-to-work transition for new graduate nurses. Specific information on planning, implementation, sponsorship requirements, and evaluation is presented. (Author/SK)

EJ195871 CG513774
Counselor's Role in Conflict Resolution.
Moracco, John C.
Counseling and Values, v23 n2 p113-19 Feb 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
Presents a six-step model for conflict resolution and describes several ways a counselor can act as a helping agent in conflict management. (Author)

ED129789 SP010484
The Organizational History of the Canadian Intercollegiate Athletic Union: SIR/CAR Model and Method for Analyzing Conflict and Change.
Moriarty, Dick
Windsor Univ. (Ontario). Faculty of Physical and Health Education.
Jul 1976 17p.; Paper presented to the International Congress of Physical Activity Sciences 1976, Inc. (Quebec City, Quebec, July 12, 1976)
EDRS Price - MF01/PC01 Plus Postage
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEFEB77
The Sports Institute for Research/Change Agent Research (SIR/CAR) model and method for research in organizational history are used to analyze the growth and development of the Canadian Intercollegiate Athletic Union (CIAU) from its inception in 1906 through its breakup in 1955 and its reestablishment in 1961. Four stages of growth are identified: primitive, primary, stable, and elaborate. Both the historical and modern organizations of the CIAU are analyzed using these stages to show the development and decline of the organization. This pattern is used to substantiate the theory of cycles of conflict and patterns of organizational growth and development developed by Ralph M. Stogdill and the Ohio State Leadership Institute. (JMF)

EJ241274 SE529196
Beyond Conflict--The Art of Environmental Mediation.
Moss, Larry E.
Sierra Club Bulletin, v66 n2 p40-45 Mar-Apr 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080)
This article examines conflict resolution through environmental mediation. Using several case studies the author defines and outlines the various approaches taken in resolving conflicts over environmental issues. It was concluded that some environmental disputes can be solved more satisfactorily and more quickly by using negotiation and mediation. (ECO)

EJ261227 CG522420
Problems of Equity in the Reconstituted Family: A Social Exchange Analysis.
Nelson, Margaret; Nelson, Gordon K.
Family Relations, v31 n2 p223-31 Apr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Applies social exchange principles to the difficulties of setting up a stepfamily. Discusses obstacles to role adjustment and maintenance of equity among members. Concludes that if the reconstituting family can establish a basis of trust, the stepfamily can merge as a developmental unit toward expansion and commitment. (Author)

ED192480 EC130151
Conflict Resolution in the IEP Process.
Page, Brent C.; Kukic, Steven J.
Southwest Regional Resource Center, Salt Lake City, Utah.
Mar 1980 34p.; Print is light and may not reproduce well.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Contract No.: 300-78-0018
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Utah
Journal Announcement: RIEFEB81
The paper is an outgrowth of a Utah task force composed of school personnel and parents examining conflict in the individualized education program (IEP) process for handicapped children. An introductory section examines the history of parent-school relations, reviews the steps in the IEP process, and describes such conflict resolution strategies as win-lose, lose-lose, and win-win. Implications of each strategy are noted. Four steps in a problem solving model are described: problem identification and definition, solution generation, solution evaluation, and solution decision. (CL)

ED219388 CS503813
"The Brethren": A Case Study.
Palmerton, Patricia R.; Pribble, Paula Tompkins
Feb 1982 26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIESEP82
The problem of change in the character of the United States Supreme Court between 1969 and 1975 is examined in this paper, in the context of group decision making and organizational communication. Based on information from "The Brethren," a behind-the-scenes account of the Supreme Court justices by Bob Woodward and Scott Armstrong, the paper points out that with the breaking of norms of procedure by someone in a position of power (most often Chief Justice Warren Burger), the problem of change in the Court's character became exacerbated, taking on the characteristics of an internal crisis. The analysis of selected Supreme Court cases indicates that the breaking of procedural norms coupled with the Court's norms of conflict management created a dilemma for the Court that resulted in the evolution of cumbersome and time-consuming alternative procedures to assure the quality of the Court's work. (RL)

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EJ278736 SO511033
Moral Choice and Education.
Pekarsky, Daniel
Journal of Moral Education, v12 n1 p3-13 Jan 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Kohlberg's interpretation of moral choice is criticized. The alternative view proposed locates Kohlberg's conception of moral choice as a stage in a larger process of moral deliberation that has a progressive structure. How deficiencies of the Kohlberg approach can be remedied is suggested. (Author/RM)

EJ242439 EA514114
Avoid the Pitfalls of Citizen Committees.
Podemski, Richard S.; Steele, Ruth
American School Board Journal, v168 n4 p40,42 Apr 1981
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Examines the problems inherent in working with citizen advisory committees and offers advice to boards and administrators on meeting or preventing conflict with these groups (WD)

EJ213931 CG517188
Approaches to Conflict Management.
Roark, Albert E.; Wilkinson, Linda
Group and Organization Studies, v4 n4 p440-52 Dec 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); BIBLIOGRAPHY (131)
When managed effectively, conflict can lead to goal satisfaction, more creative solutions, and enhanced commitment to relationships. Approaches to conflict management are discussed and categorized. Similarities and contributions of widely used models are presented. Models that convert conflicts into problems to which problem-solving techniques can be applied are discussed. (Author/BEF)

EJ178986 CG514195
Interpersonal Conflict Management
Roark, Albert E.
Personnel and Guidance Journal, 56, 7, 400-2 Mar 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
The difference between constructive and destructive conflicts may be traced to the way in which they are managed. Third-party help is often utilized to achieve constructive conflict management. This article describes two models for conflict management consultation. Five guidelines are given for constructive conflict management. (Author/JEL)

ED180958 SP015174
The Steering Committee: Its Role and Function in the Murray State University/Hopkinsville Middle School Responsive Inservice Education Program. Occasional Paper Series No. 6.
Robinson, Karen; Schroder, Gary
Murray State Univ., Ky.
16 May 1977 15p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
Available from: Teacher Corps Project Director, Dept. of Instruction and Learning, Murray State University, Murray, KY 42071 ($0.50)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEMAY80
The purpose of this paper is to facilitate the continuation of the steering committee at Hopkinsville Middle School after the Teacher Corps Project is completed. It was the general consensus of teachers and administrators that the committee served a valuable function in developing and implementing successful inservice programs. A report is given on the results of a faculty questionnaire designed to assess teachers' attitudes toward the function of the committee. Suggestions are made on critical things to remember in encouraging the development and use of the steering committee concept. (JD)

EJ231850 CS705399
TV, Peer, and Parent Models for Pro- and Antisocial Conflict Behaviors.
Roloff, Michael E.; Greenberg, Bradley S.
Human Communication Research, v6 n4 p340-51 Sum 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Indicates that the most pervasive correlate of the decision to use either pro- or antisocial ways of resolving conflict is the adolescent's perception of how likely his/her peers and parents would use these ways. Television characters' behaviors were a weak influence. (PD)

EJ245955 HE514313
Dealing with Sexual Harassment.
Rowe, Mary P.
Harvard Business Review, v59 n3 p42-46 May-Jun 1981
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); NON-CLASSROOM MATERIAL (055)
Advice is presented for managers who encounter sexual harassment problems. Three recommendations are offered: complainants can be helped to help themselves, such conflicts can be resolved through procedures designed to deal with all kinds of complaints, and the issue of power differences should be confronted. (MLW)

EJ190188 CS704630
Communication and Conflict: A System-Theoretic Perspective.
Ruben, Brent D.
Quarterly Journal of Speech, v64 n2 p202-10 Apr 1978
Reprint: UMI
Language: ENGLISH
Explores the nature and functions of conflict, its role in fundamental individual and social life processes, and its theoretical relationship to communication from a system-theoretic perspective. Indicates a distinction between conflict and para-conflict, and suggests that the latter is characteristically the object of study in speech and communication. (JF)

ED123665 CS501369
Communication, Systems, and Conflict.
Ruben, Brent D.
1976 31p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, March 1976)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEOCT76
Both popular and academic perceptions of conflict have been historically negative. Conflict, however, or the discrepancy between the demands of the environment and the demands of a living system, is common to individuals, groups, organizations and societies, and is part of the communication process by which living things interact with their environment. Assessments of the nature of conflict are subject to the variation in evaluative criteria selected and the time frame considered. By definition, however, conflict is functional and necessary to the adaptation of life. The communications system perspective can provide an alternative unit of analysis, "system+ environment," which attempts to synthesize a cross-contextual, cross-level, communication-conflict paradigm and has implications for interactions from the international to the personal level. (RS)

ED161119 95 EA010933
Problem Solving. A Five-Step Model. Keys to Community Involvement Series: 3.
Sayers, Susan
National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.
Jan 1978 29p.; For related documents, see EA 010 930-944
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-78-0025
Available from: National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: JOURNAL ARTICLE (080)
Geographic Source: U.S.; Oregon
Journal Announcement: RIEMAR79
This booklet is for individuals who are interested in learning more about the process of problem-solving. It provides information and sample tools, charts, and suggestions to assist in problem-solving efforts. The first section is about the nature of the problem-solving process. Then the five steps of problem-solving--(1) focusing on the problem, (2) searching for alternatives, (3) planning for action, (4) carrying out the plan, and (5) assessing the results--are discussed in some detail. (Author/MLF)

EJ200922 CG516248
Beyond Assertiveness Training: A Problem-Solving Approach.
Scott, Nancy A.
Personnel and Guidance Journal, v57 n8 p450-57 May 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Assertiveness training models show shortcomings in those situations where assertiveness results in stalemates or conflicts, or both. Deadlocks may occur when antagonists demonstrate appropriate assertive behavior. Conflict management using problem-solving skills allows individuals to learn appropriate methods of dealing with conflictual or competitive situations. Two models are suggested. (Author)

EJ197921 EA511020
Conflict-Handling for Secondary School Principals.
Sexton, Michael J.; Bowersox, Karen Dill
NASSP Bulletin, v63 n428 p1-10 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
An instrument is presented for self-assessment by secondary school principals to identify both their willingness to intervene and their style of intervention in conflict situations with students and colleagues. (Author/MLF)

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ED164128 PS010328
A Problem Solving Model for Parents and Teachers of Young Children.
Shure, Myrna B.
Aug 1978 11p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEMAY79
A program designed to improve behaviors characteristic of impulsivity and inhibition by enhancing children's real-life problem solving (thinking skills is provided for use by parents and teachers of four- and five-year-old children. Twenty minutes of daily lessons are administered in small groups (or to a single child at home), in combination with problem solving dialoguing techniques when real problems arise at school or at home. The two problem solving skills that most highly relate to improved behavior are ability to: (1) name alternative solutions to interpersonal problems (e.g., wanting a toy another child has), and (2) name relevent consequences of an act (e.g., grabbing that toy). Studies have shown that problem solving training not only helps to improve existing behavioral difficulties, but follow-up of youngsters from nursery to kindergarten shows that adjusted youngsters in nursery are less likely to show behavior problems in kindergarten if trained than if not trained. (Author/RH)

EJ164147 EA508796
This School Board Used 'Organization Development' to Strengthen Its Problem-Solving Process--and It Worked
Stewart, Patricia
American School Board Journal, 164, 8, 65-66 Aug 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH

ED179882 CG014027
Automatic Facilitation of Dialogue in Shy and Not Shy Problem-Solving Teams.
Stodolsky, David; And Others
Louisville Univ., Ky.
Apr 1979 28p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, CA, April 5-8, 1979)
Sponsoring Agency: National Inst. of Mental Health (DHEW), Rockville, Md.; Office of Naval Research, Washington, D.C.
Contract No.: N00014-78-C-0425 Grant No.: 1-R32-MH05164-03
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.
Journal Announcement: RIEMAY80
The validity of an automated experimental system incorporating a computer mediator for resolving conflicting requests to speak among four-member problem-solving teams was assessed. Learning how to use problem-solving strategies was affected by this new method for facilitating participation in dialogue. Strategy learning among shy and assertive groups was mediated by a computer-executed rule resolving conflicting requests to speak in favor of those having spoken least. Total time waiting for one's turn to speak and the rate of rejection were shown to be related to initial shyness level and also to vary over the course of three problem-solving games. A discriminant function analysis identified the set of variables which accounted for most of the variance in assignment of subjects to the four treatment conditions which were based upon scores on the Personal Report of Communication Apprehension. Analysis of variance was performed to detect shyness level by game interactions. (Author)

ED128158 95 TM005426
Social Conflict and Negotiative Problem Solving: Expert Review.
Stow, Debra K.; Wilczarek, Gary J.
Northwest Regional Educational Lab., Portland, Oreg.
Mar 1976 38p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.
Contract No.: NE-C-00-3-0072
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV76
A formative review of the Interim Version of the "Social Conflict and Negotiative Problem Solving" system, conducted November 19-21, 1975 in Portland, Oregon is presented. The purposes of the review were to obtain expert opinion on the quality of the system's theoretical base and training materials, and to secure recommendations regarding additional development efforts. Included in this report are an initial summary of results, a description of methodology, and a section on results that presents the issues raised by staff and reviewers, as well as summaries of discussions and recommendations. The system is intended to be a relatively structured, experience-based workshop designed to provide a variety of opportunities to explore situations of social conflict. Participants generally are teachers and/or administrators who meet as strangers or as members of the same organization for a total of six days. The reviewers expressed very positive feelings about the system in general and the review process. They indicated interest in participating in future workshops and being informed of on-going development efforts. The developers felt that the review was very helpful in terms of planning future directions, analyzing some difficult issues, and exploring possible modifications in the system. (RC)

EJ178957 CG514166
Processes and Procedures in Self-Control: A Working Model
Thoreson, Carl E.; And Others
Canadian Counselor, 12, 1, 66-74 Oct 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
The processes of self-control involved in solving complex human problems consist of conscious effort, focused attention and choice between conflicting alternatives. Viewed as a complex set of specific teachable skills, self-control can be learned by clients and others if structured learning experiences are provided. (Author)

EJ223220 CG518401
Demand Characteristics in Observations of Marital Interaction.
Vincent, John P.; And Others
Journal of Consulting and Clinical Psychology, v47 n3 p557-66 Jun 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examined susceptibility of marital observations to purposeful faking. Behavioral observations of couples' problem-solving behavior during a conflict-eliciting task were obtained under neutral instructions and under instruction to fake. Evidence for differential responsiveness of marital types to faking instructions was limited and evident only in a linear combination of behavior dimensions. (Author/BEF)

EJ225049 CG518780
Systematic Dilemma Counseling: Transition from Counselor Mode to Autonomous Mode.
Wagman, Morton
Journal of Counseling Psychology, v27 n2 p171-78 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
Studies the possibility of developing systematic dilemma counseling into an autonomous mode. Experimental comparisons explore the pervasive situation in which a client successfully concludes a treatment program, only to find some subsequent problem developing in postcounseling life. (Author)

ED221043 FL013150
Language and Culture in Conflict. Problem-Posing in the ESL Classroom.
Wallerstein, Nina
1982 209p.
Report No.: ISBN-0-201-09290-X
Available from: Addison-Wesley Publishing Company, Inc., Reading, MA 01867 ($11.85).
Document Not Available from EDRS.
Language: English
Document Type: BOOK (010); TEACHING GUIDE (052)
Geographic Source: U.S.; New Mexico
Journal Announcement: RIEFEB83
This book grew out of an actual experience developing and implementing a problem-solving process, using the Paulo Freire approach, for teaching English as a second language (ESL) adult students. This process implies a serious and long-term commitment to developing critical thinking skills. The first part of the book discusses who the students are, including their language and cultural problems; social and economic problems of ESL students; and the "American Way" of life. It also covers the problem-solving teaching approach, a number of teaching techniques, and indications of ways the situation method can be adapted to a realistic problem-solving approach. The second part of the book presents student units, with an introductory essay on writing a new curriculum. The units are on the following topics: (1) autobiography, (2) the family, (3) culture and conflict, (4) neighborhoods, (5) immigration, (6) health, (7) work, and (8) money. The text concludes with an essay on immigration policies and statistics, and a listing of resources. (AMH)

EJ238270 CG519987
Conflict-Management Training: A Cognitive/Behavioral Approach.
Warehime, Robert G.
Group and Organization Studies, v5 n4 p487-76 Dec 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140); PROJECT DESCRIPTION (141)
This approach to conflict-management training provides systematic training in coping skills. Trainees are encouraged to look at conflict from the viewpoint of management of personal reactions rather than solely from the problem-solving perspective. Suggested activities for self-examination and skills development are offered. (Author)

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ED158372 95 EA010770
Strategy Development for Managing Selected Educational Conflicts. A Conceptual Report Related to Conflict and Its Management in the Areas of Student-Student, Student-School, and School-Community Relations.
Trusty, Francis M.
20 Mar 1978 132p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NIE-P-77-0206
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEJAN79
Managing educational conflict has become increasingly more complex. The purpose of this study was to identify three areas of educational conflict and suggest strategies for managing such conflict. These areas are student-student conflict, student-school conflict, and school-community conflict. Data were collected through interviews with people who have specialized knowledge about conflict. The data did not produce formal conclusions but rather is meant to be the point of departure for focused research efforts. Chapter 1 discusses the role and function of conflict in the larger society and in education. Subsequent chapters each introduce an area of conflict and discuss (1) assumptions related to it, (2) forms of undesirable conflict in that area, (3) sources of and reasons for conflict, (4) suggested strategies for handling conflict, and (5) potential effectiveness of the suggested strategies. Strategies for managing student conflict include such techniques as problem-solving, fact-finding, confrontation, and mediation. Strategies for managing student-school conflict include reeducating faculty and administrators, developing strategies to deal with potential conflicts and modifying educational goals and practices. Managing school-community conflicts involves communication, citizen involvement, public meetings, mediators, judicial proceedings, and, in some cases, force. (Author/JM)

ED194452 CS502099
Not Whether You Win or Lose-It's How You Play the Game Theory.
Weinberg, Sanford B.
Apr 1978 15p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 25-29, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEOCT78
The development of game theory was a response to a need to understand human decision making processes in situations of incomplete or imperfect information. By reducing decision making situations to probability game systems, it is possible to analyze and test various competitive strategies that maximize wins and minimize losses. Although game theory assumes rational situations faced by rational individuals, it is possible to apply it to situations in which available strategies are not used through application of the Augustinian interpretation which states that nonrational lack of information of a case is simply an additional variable adding to the positive score of the opponent. It can also be applied to situations in which all available strategies are not known, through applying the subjective rationality concept which assumes behavior is rational given the perceptual and evaluational premises of the subject. Therefore, in spite of sharp criticism of its limitations, game theory remains a strong tool in field situations for the analysis, if not the prediction, of decision making processes. (MAI)

ED196080 CS503176
Teaching Conflict Management Skills to the Health Care Professionals.
Wilcox, James R.; And Others
Oct 1980 21p.; Paper presented at the Meeting of the Speech Communication Association of Ohio (Columbus, OH, October 10-11, 1980). Best copy available.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEMAY81
The health care organization, as a specialized organizational setting, has some characteristics that make it of special concern to the conflict theorist. In a health care setting, conflict may arise as a result of (1) the complexity of medicine and the bureaucracy of health care delivery, (2) the problems of acquiring relevant information from patients compounded by the proliferation of specializations in the health care field and the probability that areas of technical expertise may not match perceived images of credibility on the part of those seeking treatment, (3) the need for accurate receipt of information and compliance about medication regimens, (4) the problems of health professionals working together from a base of extreme heterogeneity, and (5) the need to relate the function of a health care organization to its relationship with the community. These potential problems underscore the need for a thorough grounding in conflict theory and management principles and techniques for all health care professionals as part of their educational backgrounds. (Interviews with key personnel at two hospitals in northwest Ohio are appended.) (HOD)

EJ201091 CS712891
A Test of the Cognitive-Developmental Disequilibrium Hypothesis in Moral Development.
Wonderly, Donald M.; Kupfersmid, Joel H.
Journal of Psychology, v100 p297-304 Nov 1978
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Although cognitive developmentalists explain moral stage progression in part by experiences of disequilibrium (cognitive disorganization, confusion, an anxious search for order), relevant data collected from 75 college students indicate that there is no difference in reported disequilibrium between those in moral transition and those not in moral transition. (RL)

ED143072 EA009775
Uses and Abuses of Adversary Evaluation: A Consumer's Guide.
Worthen, Blaine R.; Rogers, W. Todd
Mar 1977 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977); Not available in hard copy due to marginal legibility of original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEJAN78
The major potentials and pitfalls of adversary evaluation in education are discussed. Reasons why the courtroom model may have limited utility, and the difficulties in the debate model are identified. It is argued that the existence of opposing viewpoints is the core of adversary evaluation, not adherence to existing formats for presenting contrasting views. It is suggested that educational evaluators might develop more appropriate adversary methods tailored specifically for the field of education. Nine issues are addressed that should be considered by anyone intending to use the adversary approach. (Author/RL)

ED137984 EA009473
Intra-Organizational Conflict in Schools.
Wynn, Richard
27 Feb 1977 19p.; Paper presented at the Annual Meeting of the American Association of School Administrators (109th, Las Vegas, Nevada, February 25-28, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIESEP77
There is no abundance of research on intra-organizational conflict, and there are no simple answers to the tricky business of managing organizational conflicts. This paper states some propositions about conflict and suggests some management stratagems that can be used in sustaining constructive organizational characteristics. The propositions are that conflict should generally be viewed in neutral terms; that conflicts commonly energize higher levels of leadership; that conflict commonly leaves an organization stronger than before; and that the essential strategy for conflict management is the development of an organizational climate capable of making conflict work for the good of the organization. Characteristics of an organizational climate conducive to productive conflict management include maintenance of an open climate; goal clarification and acceptance; role clarification and acceptance; the existence of problem-solving mechanisms; effective communication; power equalization; capacity for innovation; cohesiveness; and trust. (Author)

ED148686 SO010531
Arms Limitation and Disarmament: Seventeenth Strategy for Peace Conference Report.
Stanley Foundation, Muscatine, Iowa.
1978 78p.; Report of Strategy for Peace Conference (17th, Warrenton, Virginia, October 7-10, 1976); For a related document, see SO 010 532
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAY78
The report discusses issues relating to arms limitation and disarmament. Leaders in U.S. government, professionals from a wide spectrum of disciplines, and other international statesmen participated in the conference in an attempt to define a more enlightened foreign policy. Six major topics were discussed. The first report considered five components of multilateral disarmament mechanisms (information, study, deliberation, negotiation, and follow-up). The second report analyzed present and future capabilities of the International Atomic Energy Agency. The third report considered the Strategic Arms Limitation Talks (SALT) and suggested ways of making the SALT negotiations more effective. The fourth report examined international nonproliferation and plutonium management. Demilitarization of outer space was discussed in the fifth group report, followed by a consideration of weapons limitation in the Middle East in the final report. The format of each group report includes a brief overview of topics considered by the group, background information on American and foreign government policy regarding the issue, a synthesis of group discussion, and suggestions for solutions to issue-related problems. Speeches by the conference chairman, a U.S. Senator from Iowa, and the Director of the U.S. Arms Control and Disarmament Agency are included. (Author/DK)

EJ178550 SO506294
Choosing a Site.
Intercom, 88, 30-2 Mar 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
A lesson involving a housing project location game develops students' skills in analysis, decision making, and oral and written communication. (Author/AV)

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EJ138666 SO504721
Dilemmas of Change
Intercom, 81, 6-7 Apr 1978
Language: ENGLISH
Describes a role-playing activity designed for secondary students. Four modern dilemmas facing individuals in a changing society are presented. The students assume the role of those who would be involved in decision making to solve these dilemmas. (DB)

ED151255 SO010696
Eighteenth Strategy for Peace Conference Report, October 13-16, 1977.
Stanley Foundation, Muscatine, Iowa.
1977 87p ; For a related document, see SO 010 531; Report of the Eighteenth Strategy for Peace Conference (Warrenton, Virginia, October 13-16, 1977); Not available in hard copy from EDRS due to colored ink in original document
Available from: Stanley Foundation, Stanley Building, Muscatine, Iowa 52761 (Free)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUL78
The document presents a report of a conference to stimulate study, research, and education in the field of foreign relations. The report contains summaries of small group discussions of peace and security, economic order, development, resource/population balance, the environment, and human rights. It is presented in six sections. Section I summarizes discussion of non-proliferation strategy for the late 1970s. One major proposal was to create multinational nuclear power centers. Section II focuses on long-term strategies for human rights, action by the United States and international organizations to preserve human rights, and consideration of priorities for action in the field of human rights. Section III identifies problems of international security in outer space, including unavailability of scientific data, and the absence of an international space monitoring agency. Section IV examines ways to encourage social and economic development through technology. Section V describes United States government policies toward the United Nations' 1978 Special Session on Disarmament. Topics discussed include alternative security systems, the conduct of disarmament negotiations, and the role of public and private organizations in promoting peace. The final section reviews U.S. foreign policy options with regard to South Africa. A directory of conference participants concludes the document. (Author/DB)

ED127343 95 TM005432
Evaluation Design for Social Conflict and Negotiative Problem Solving.
Northwest Regional Educational Lab., Portland, Oreg.
Mar 1976 47p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.
Contract No.: 400-76-0046
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEDEC76
Social Conflict and Negotiative Problem Solving is an instructional system currently under development by the Improving Teaching Competencies Program (ITCP) of Northwest Regional Educational Laboratory (NWREL). In accordance with the Resource Allocation Management Plan (RAMP, 1975) of ITCP, this report presents a plan of evaluation activities for the interim milestone period in the development of the instructional system. Social Conflict and Negotiative Problem Solving is designed for teachers, administrators and others to increase their ability to recognize and handle conflict due to differences of values and self-interest. It is intended to be a relatively structured, experience-based workshop designed to provide a variety of opportunities to explore situations of social conflict. The training is designed to provide conceptual awareness and experiential training in the following areas: social conflict, power, assertiveness, self-interests, interpersonal communication skills in conflict situations and "negotiative" problem solving skills. (Author/DEP)

ED166072 SO011241
Mediating Social Conflict: A Ford Foundation Report.
Ford Foundation, New York, N.Y.
Oct 1978 33p.; Photographs throughout document may not reproduce clearly
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIEJUN79
Third-party intervention is increasingly recognized as an effective means of settling social, institutional, community, and interpersonal disputes. Traditionally, mediation efforts have been directed toward conflicts involving labor/management relations. Since the 1960s, however, mediation efforts have also been applied to situations involving social disputes, environmental disputes, racial protests, and criminal and civil offense cases. Examples of mediation efforts which have been assisted since 1968 by the Ford Foundation include a racial/public disorder early warning system in Florida; housing disputes in New York, San Francisco, and Cleveland; demands of Puerto Rican activists for a day care center; Indian occupation of parkland in upstate New York; school desegregation in Boston; confrontations at various colleges and universities; and a struggle between black and Puerto Rican communities in New York for control of an antipoverty program. Programs to train people in conflict resolution techniques are sponsored by numerous groups including the American Arbitration Association, the Justice Resource Institute, and better business bureaus. (DB)

ED162133 CE018856
Methods and Materials for Teaching Occupational Survival Skills. Introduction.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
1978 22p.; For related documents see CE 018 557-569
Sponsoring Agency: Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Available from: Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEAPR79
Twelve instructional modules, concerned with the human aspects of working in organizations, have been designed for utilization at various educational levels ranging from high school to adult and continuing education and in both academic and vocational programs. The modular titles are the following: (1) working in organizations, (2) motivation for work, (3) understanding self, (4) interpersonal relations, (5) effective communications, (6) using creativity at work, (7) problem solving, (8) authority and responsibility, (9) leadership, (10) coping with conflict, (11) coping with change, and (12) adopting and planning for the future. Each module is organized into five or more sessions and each session is arranged according to the following components: topic; objective; skills emphasized; importance of session topic; materials and equipment needed (copies of student worksheets and handouts and transparency masters are included); activity description; and follow-up. Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude each module. A sixteen-item multiple choice test was designed for each module (available in document CE 018 569). In developing the modules research was conducted on competencies that workers need in order to maintain an occupation, and the modules were field tested in several settings. (The modules are CE 018 557-568.) (JH)

ED187935 CE025636
Military Curricula for Vocational & Technical Education. Equal Opportunity and Treatment Classroom Course 17-9.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
30 May 1978 735p.; Parts of this document will not reproduce well due to broken type. For a related document see CE 025 635.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
EDRS Price - MF04/PC30 Plus Postage.
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE
Geographic Source: U.S.; Ohio
Journal Announcement: RIENOV80
These instructor lesson plans and teaching guides and student study guides for a secondary-postsecondary-level course for equal opportunity and treatment personnel are one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. Purpose stated for the 134-hour public service course is to provide basic skills and technical knowledge to work effectively in entry-level positions. The course contains two blocks of instruction--Introduction to Social Actions and Problem Recognition. Section 1 covers Personal Growth and Professional Development (30 hours), Personality Theory (12 hours), Psychology of Prejudice (6 hours), and Cross-Cultural Differences and Difficulties (28 hours). Section 2 covers Group Management (14 hours), Values Clarification (5 hours), Support Systems (3 hours), Interviewing Techniques (23 hours), Problem Solving/Decision-Making Process (12 hours), and Conflict Management (11 hours). Lesson plans outline objectives, suggested aids, and instructional guidance. The teaching guides contain topic outlines for class presentation along with behavioral objectives, assignments, and group exercises. Contents of the study guides include text materials with some exercises. (YLB)

ED148867 SO010832
Multilateral Disarmament and the Special Session: Twelfth Conference on the United Nations of the Next Decade.
Stanley Foundation, Muscatine, Iowa.
1977 56p.; Report of the Conference on the United Nations of the Next Decade (12th, San Juan del Rio, Mexico, June 19-25, 1977); For a related document, see SO 010 531
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAY78
The report discusses issues relating to multilateral disarmament in the context of the Special Session of the United Nations General Assembly to be convened in 1978. Intended as a forum for the exchange of ideas of government leaders from the United States and other nations about the international peace-keeping role of the United Nations, the Conference ordered discussion topics so that they would parallel the agenda proposed for the United Nations Special Session. The four-part agenda is as follows: (1) review of the international arms race and examination of the relationship between disarmament, international peace, and economic development; (2) adoption of a declaration of disarmament which would entail a firm commitment to action by national governments; (3) adoption of a program of action on disarmament; and (4) review of the role of the United Nations in disarmament. Presented in outline format, the report is designed to reflect the essence of group discussions on disarmament topics, including arms limitation treaties, new weapons, escalating proliferation, the SALT talks, principles of disarmament, peaceful nuclear explosions, mass destruction, military budgets, world security, and international compliance with disarmament agreements. A directory of conference participants and comments by the conference chairman, Mexican government officials, and the United Nations Secretary General are presented. (Author/DB)

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ED159091 S0011084
New Approaches to Conflict Resolution.
Ford Foundation, New York, N.Y.
May 1978 80p.
Available from: Ford Foundation, 320 East 43rd Street, New York, New York 10017 (free)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; New York
Journal Announcement: RIEJAN79
This paper addresses the future role of the Ford Foundation in helping to improve society's capacity to resolve conflicts. Part I discusses the problem. In recent years America has had many sorts of conflicts and disputes. Examples are racial equality, energy allocation, environmental protection, consumer rights, and equal educational opportunity. Conflicts over these matters arise among interest groups, between interest groups and government, between levels of government, and between individuals. These conflicts are often very difficult to resolve because of the growing complexity, technological sophistication, and interdependence of society's problems. Part II examines current responses to the problem. The judicial process, the process used by administrative agencies, alternative third party intervention, and systematic reform are discussed. In part III promising alternatives are presented. These include strengthening the capacity of existing courts and agencies and alternatives outside the formal system such as arbitration, conciliation, and private initiatives. The publication concludes with a description in part IV of a Ford Foundation program to resolve conflicts. It is a systematic approach that expands our understanding of the larger issues in conflict resolution and takes account of the links between problems in different segments of the adjudicative and administrative processes. (Author/RM)

ED141931 EA009743
Report of Proceeding: Peter Taylor Memorial Seminar on Educational Evaluation.
Manitoba Educational Research Council, Ft. Garry.
1977 65p.; Not available in hard copy due to light print of original document; Page 45 may be illegible due to small type size
Available from: Manitoba Educational Research Council, 190 Rupert Avenue, Winnipeg, Manitoba, Canada R3B 0N2
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEDEC77
The bulk of this conference report is made up of three papers. In the first, J. A. Riffel argues that there are two polar orientations to the problem of evaluation in education--the independent empirical and the participatory problem-solving. To date, education has been dominated by the former approach. Only the latter allows for a variety of approaches to evaluation that makes possible a better match between the processes of evaluation and the context in which they are used. In the second, Terry Morrison declares the primacy of values and analyzes the evaluative process, identifying object, criteria, and evaluation framework as components. He sees the effectiveness of value-centered valuation as dependent largely on a more than usual level of tolerance and skill in communication among the participants. Morrison explores the incidence and resolution of conflict within the value-centered framework. The third speaker, Lionel Orlikow, spoke from the vantage point of a member of the provincial department of education and was concerned with three political aspects of evaluation. After discussing three models of evaluation that are possibilities now--external-internal, questionnaire, and standardized tests--he discusses the need for models of consultation and participation. (Author/IRT)

EJ226450 SE527583
The Dilemma: A Tool for Humane Education.
Humane Education, v4 n2 p7-10 Jun 1980
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Presents a dilemma situation with a real conflict for the central characters, two conflicting values or moral issues, and is intended to generate disagreement among students about the appropriate action to be taken. A teacher's guide is included. (Author/SA)

EJ198693 S0507074
Waging Peace: A Global Paper on Resolving Conflict.
Social Education, v43 n4 p281-90 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Presents background information on creative and destructive conflict between and among nations, treaty negotiations, political decision making, environmental conflicts, and research and training in conflict resolution. Suggestions for individual and group involvement are presented. (DB)

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Section Seven

Social Problems

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ED184001 CG014228
Making Change Happen: Overcoming Barriers to Change. Module S2.
Benjamin, Libby; Walz, Garry R.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Mar 1979 78p.; For related document see CG 014 227
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Available from: National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: CLASSROOM MATERIAL (050)
Geographic Source: U.S.; California
Journal Announcement: RIEAUG80
This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed specifically for school career guidance personnel. The goal of this module is to teach participants how to overcome barriers to change by: (1) acquainting them with a model for overcoming barriers; (2) helping them identify personal and organizational barriers; and (3) assisting them to develop an action plan for overcoming barriers. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

EJ227273 CG518837
Role Stress in Working Women: Differential Effect on Selected Organizational Outcomes.
Chassie, Marilyn B.; Bhagat, Rabi S.
Group and Organization Studies, v5 n2 p224-32 Jun 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Role stress was significantly and negatively related to organizational commitment; overall job satisfaction; satisfaction with pay, work, coworkers, and supervision; and personal-life satisfaction. (Author)

EJ149209 UD504893
Boundary Interaction Between Service Organizations and their Publics: A Study of Teacher-Parent Relationships
Corwin, Ronald G.; Wagenaar, Theodore C.
Social Forces, 55, 2, 471-492 Dec 1976
Language ENGLISH
Among the findings are the following: teacher-parent dispute increase with formalization and training and decline with staff seniority, and interactions increase and disputes decline with organization size. (Author/AM)

ED201443 RC012671
Continuity and Change in Rural Schooling: Constantine, Michigan.
Donnelly, William L.
Abt Associates, Inc., Cambridge, Mass.
May 1979 239p.; For related documents, see RC 012 669-670 and RC 012 672-675. This report was one of a series of site-specific case studies within the Longitudinal Study of Educational Change in Rural America.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-78-0034
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIESEP81
Organizational hostility plagued the entire 1972-1978 Experimental Schools (ES) program in Constantine, Michigan, and ultimately resulted in its failure. Constantine had a history of conflict between those residents advocating local control and those, mainly newcomers, advocating external intrusions into the community. When the ES program began, teachers were attempting to assert their professionalism, rural values were less esteemed, and external influences were being felt in the town. The ES program was intended to leave the basic educational organization intact but to modify the curriculum and teaching methodology by instituting individualization and humanization (egalitarianism). The plan was severely affected by the eruption of a week-long teachers' strike at the beginning of the implementation year. The strike resulted in social and civic repercussions, a change in school functioning, and an altered balance of power. Teachers, unified against an administration that would not yield them any control and threatened by lessened classroom control, did not entirely support the ES plan. Residents, never really included in the plan, felt it was unimportant and resoundingly defeated a tax increase to continue it. At the end of the five years, authoritarian relationships remained, student attitudes and achievement had not improved, and career preparation was unchanged. (SB)

EJ268285 EA515670
Communication Strategies for Anticipating and Managing Conflict: Developing a System of Positive Interaction.
Fahs, Michael L.
Personnel Administrator, v27 n10 p28-34 Oct 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); POSITION PAPER (120)
Intended to increase managers' awareness of sources of conflict involving subordinates, this article offers means for anticipating or identifying these conflicts and solutions for dealing with them. (Author/WLF)

EJ238311 CG520028
A Constructive Replication of the Lawrence and Lorsch Conflict Resolution Methodology.
Fry, Louis W.; And Others
Journal of Management, v8 n1 p7-19 Spr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
A replication of Lawrence and Lorsch's (1967) findings of three modes of conflict resolution did not yield a clear factor structure. The validity of the scale for purposes of measuring conflict resolution modes is seriously questioned as is what is taught in the area of conflict resolution. (Author)

ED195850 CE027615
Organization Theory and Its Application to Adult Education.
Geering, Adrian D.
Adelaide Coll. of the Arts and Education (Australia).
Aug 1980 35p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); POSITION PAPER (120)
Geographic Source: Australia; South Australia
Journal Announcement: RIEMAY81
This paper surveys the field of organization theory and its application to adult education agencies. The paper first defines organization theory (the study of the structure and functioning of organizations and the behavior of groups and individuals within them), and discusses its historical development. It then presents four emerging trends of organization theory. After considering the application of organization theory to adult education, the paper concludes with a perspective on such applications. (KC)

ED204412 TM810486
Role Conflict and Ambiguity Among School District Evaluation Unit Heads.
Grusky, Oscar
California Univ., Los Angeles. Center for the Study of Evaluation.
Jun 1980 29p.
Sponsoring Agency: National Inst. of Mental Health (DHEW), Rockville, Md.
Report No.: CSE-R-140
Grant No.: NIMH-MH-14583
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIENOV81
The variation in conflict and ambiguity among a national sample of directors of school district research and evaluation units is explored. The approach developed argues that variation in evaluation unit directors' role conflict and ambiguity is a function of both school district and evaluation unit characteristics, since both sets of organizational features influence the social context within which the director functions. Three school district variables (formalization, size, and heterogeneity), and three evaluation unit variables (history, budget, and staff size) were used. Results showed school district variables as significantly related to ambiguity and conflict, while evaluation unit variables correlated with ambiguity but not conflict. The argument that the social resource characteristics of the school district are key sources of information about the conflict and ambiguity confronted by directors was not resolved. It was concluded, however, that evaluation units must become involved in classroom activities if they are to affect school district functioning. (Author/GK)

EJ158752 EA508394
Accommodative Interaction: A New Phase in Public School Labor-Management Relations
Karlitz, Howard
APSS Know How, 28, 7, 1-3 Mar 1977
Language: ENGLISH
This paper considers the development of teacher-administrator relations leading up to the phase of accommodative behavior and attempts to alert administrators to the educational dysfunctions that might arise should the phase of accommodative behavior be long-term. (Author)

EJ168948 UD505548
The Building Representative and the Educational Administrator: Conflicting or Cooperative Role Processes?
Karlitz, Howard
Urban Education, 12, 2, 117-28 Jul 1977
Language: ENGLISH
The basic problem addressed here is: Do role functions of building principals and local union leaders conflict as a result of expected behavior, or is there cooperation based on a system of common values? (Author/AM)

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EJ279486 TM507884
How Evaluators Can Deal with Role Conflict.
Korr, Wynne Sandra
Evaluation and Program Planning: An International Journal, v5 n1 p53-58 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Unclear professional norms create problems of role conflict for program evaluators. Four circumstances that produce role conflict and suggestions for dealing with each one are examined. The influence of organizational context on role conflicts is also considered. (Author)

EJ269236 SP512174
Organizational Climate, Conflict, and Collective Bargaining.
Kowalski, Theodore J.
Contemporary Education, v54 n1 p27-30 Fall 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
A discussion focuses on the emergence of collective bargaining in the public sector, the prevalence of bureaucratic climates in school districts, and the realization that conflict is a variable dependent on organizational climate and structure. (FG)

EJ260672 SO509813
Conflict between Research and Practice in Art Education: A Sociological Perspective.
LaChapelle, Joseph
Studies in Art Education, v23 n2 p58-64 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Uses a sociological perspective to examine the factors that produce conflict between researchers and practitioners in art education. The factors have resulted from the ways that the disciplines and professions are organized. They produce conflict about research and practice components and conflict about professional education. (AM)

EJ165449 CE506702
Management Development . . . Some Ideals, Images and Realities
Lawrence, Gordon
Journal of European Industrial Training, 1, 2, 21-25 1977
Language: ENGLISH
The various meanings of management development are presented in the form of a working hypothesis, concluding that management development highlights the conflict between ideals of enterprise and individual development and that the relationship between the individual and his organization should be reconceptualized. (MF)

EJ166886 SP508129
Occupational Role Conflict and the Teacher/Coach
Massengale, John D.
Physical Educator, 34, 2, 84-9 May 1977
Language: ENGLISH
Occupational role conflicts for teacher/coaches are due to both school organizational expectations and personal professional expectations. (MJB)

ED161123 95 EA010936
Innovative Projects: Making Them Standard Practice. Keys to Community Involvement Series: 7.
Matthews, Carleen
National School Public Relations Association, Arlington, Va.; Northwest Regional Educational Lab., Portland, Oreg.
Jan 1978 21p.; For related documents, see EA 010 930-944
Sponsoring Agency: National Inst of Education (DHEW), Washington, D.C.
Contract No.: 400-76-0025
Available from: National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 ($2.00; $24.00 for set of 15 Keys; discounts available; payment must accompany order)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: JOURNAL ARTICLE (080)
Geographic Source: U.S.
Journal Announcement: RIEMAR79
This booklet describes some of the conflicts new programs are likely to face. It then presents techniques and processes that can help managers and staff resolve conflicts and build broad support for their project. As a special focus, the booklet describes five "principles of interdependence" that help the project managers and staff and their sponsor agencies mutually work toward project continuation. The five principles of interdependence are ownership, skill training, recognition of the uniqueness of each situation, representative participation, and neutrality. (Author/MLF)

EJ261179 CG522372
Burnout: Developmental Influences.
Meyer, John H.
Canadian Counsellor, v16 n2 p67-73 Jan 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Explored the origins of burnout as perceived by mental health professionals (N=20). Results indicated that unresolved issues in the professional may be an important influence in the development of burnout. Organizational issues such as unrealistic pre-employment expectations, and conflict between individual and organizational goals were also implicated. (Author)

EJ136085 EA507074
Role Requirements as Sources of Organizational Stress
Miles, Robert H.
Journal of Applied Psychology, 61, 2, 172-179 Apr 1976
Language: ENGLISH
Role conflict appeared to be more sensitive than role ambiguity to differences in research and development role requirements. Integration and boundary-spanning activities were the best predictors of experienced role conflict. (Available from the American Psychological Association, Inc., 1200 Seventeenth Street, N.W., Washington, DC 20036; $30 annually, $6.00 single copy) (Author/IRT)

EJ247098 EA514427
The Effects of Formalization on Professional Involvement: A Compensatory Process Approach.
Organ, Dennis W.; Greene, Charles N.
Administrative Science Quarterly, v26 n2 p237-52 Jun 1981
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Presents a case for possible compensatory effects of structured formalization--the control of job activities by administrative rules and procedures-- based on path analysis of data from 247 engineers and scientists in three organizations. (Author/WD)

ED191517 JC800438
Working Together: Coping with College Politics.
Reisser, Linda
2 Apr 1980 17p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (60th, San Francisco, CA, March 30-April 2, 1980)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); NON-CLASSROOM MATERIAL (055); CONFERENCE PAPER (150)
Geographic Source: U.S.; Washington
Journal Announcement: RIEJAN81
Suggestions are made for creating healthy working relationships within a college administration and for improving the administrator's ability to cope with college politics. After introductory material examining the difficulty some educators, especially women, experience in utilizing power and politics to achieve desired goals, the report discusses five assumptions concerning the college workplace: (1) work relationships consist of implicit or explicit contracts; (2) conflicts arise due to the needs and feelings of co-workers; (3) administrative work involves the use of power; (4) power in colleges is distributed among groups and individuals; and (5) political maneuvering is an ongoing phenomenon caused by the scarcity of resources. The report then examines several conflict situations which detract from the administrator's power, competence, and credibility. These conflicts involve personality disputes; gossip; stress related to changes in staff, resources, priorities, or procedures; alliances or cliques; and impasses caused by inattention to identified problems. Conditions for healthy working relationships are then outlined, including the clear definition of roles and objectives, good communications, and respect for professional ethics. The report concludes with a description of problem-solving techniques to be used in resolving conflicts. (JP)

EJ216300 HE512204
Organizational Conflict: Causes and Manifestations.
Sacks, Eugene
Journal of the Society of Research Administrators, v11 n1 p29-35 Sum 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
No group (within an organization) can be entirely harmonious, but conflict is not an altogether disruptive factor. A delicate balance is required to obtain the advantages and restrict the disadvantages of organizational conflict. The causes and forms of organizational conflict are examined. (JMD)

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ED163865 HE010709
The "Amateur" Dean in a Complex University: An Essay on Role Ambiguity.
Scott, Robert A.
7 Nov 1978 21p.; Paper presented at the Ontario Institute for Studies in Education Conference on Deans as Individuals in Organizations (University of Toronto, Canada, November 5-7, 1978)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150)
Geographic Source: Canada; Ontario
Journal Announcement: RIEMAY79

An examination of the university dean's role and its conflicts and ambiguities considered the type, frequency, nature, and the dynamics of the liberal arts dean's interactions with his faculty and staff and the central administration. Relations with staff and the provost and the dean's role as an individual in an organization are given major attention. Information was obtained from the daily logs kept by the deans who served at Cornell University between 1965 and 1978 and from the records and observations of the author, who served as assistant and associate dean. The logs provided information about the deans' use of time, the issues that occupied them, the process of decision making, and the people who were consulted. The role of the dean as cited in the literature and background information about the three deans at Cornell are included. The concerns of the deans as revealed in the logs involved: extraordinary activities, such as student sit-ins; department budget items; operating expenses; curriculum; and faculty appointments and status. Most of each dean's time and attention concerned faculty appointments and status. It is argued that the adoption of the term "amateur" for the liberal arts dean is a means of coping with the conflicts and ambiguities of the dean's role. The skills and traits required by the position are rooted in personality and character. Posing as an "amateur" allows the liberal arts dean to exercise "moral suasion" on his colleagues. (SW)

ED137984 EA009473
Intra-Organizational Conflict in Schools.
Wynn, Richard
27 Feb 1977 19p.; Paper presented at the Annual Meeting of the American Association of School Administrators (109th, Las Vegas, Nevada, February 25-28, 1977)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIESEP77

There is no abundance of research on intra-organizational conflict, and there are no simple answers to the tricky business of managing organizational conflicts. This paper states some propositions about conflict and suggests some management stratagems that can be used in sustaining constructive organizational characteristics. The propositions are that conflict should generally be viewed in neutral terms; that conflicts commonly energize higher levels of leadership; that conflict commonly leaves an organization stronger than before; and that the essential strategy for conflict management is the development of an organizational climate capable of making conflict work for the good of the organization. Characteristics of an organizational climate conducive to productive conflict management include maintenance of an open climate; goal clarification and acceptance; role clarification and acceptance; the existence of problem-solving mechanisms; effective communication; power equalization; capacity for innovation; cohesiveness; and trust. (Author)

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